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ABSTRACT

The study was designed to develop an information base on education services to handicapped children and youth in California who are also limited in English proficiency (LEP) and to identify promising practices in their education. The first of three documents collected here is a report of the statewide questionnaire survey of a random sample of 145 school districts and 11 county offices. Data are presented on prevalence factors as well as on comparisons of districts with and without LEP handicapped students (in terms of referral, screening and assessment, staff development, educational programing, and Spanish emphasis). The second report, "Promising Practices," presents descriptions of 19 promising programs identified through nominations of individuals and agencies throughout the state. The report also discusses classification of promising practices into nine categories: (1) primary language development, (2) second language acquisition, (3) cultural considerations, (4) teaching competencies and staff development, (5) administrative interface and collaboration, (6) continuum of services, (7) nonbiased assessment, (8) curriculum and instruction, and (9) parent and community involvement. The third report, "Resource Directory," provides a listing of names and addresses of California individuals and agencies identified as being involved in the education of handicapped LEP students. (CL)

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STATE STATUS STUDY

Educational Services to Handicapped Students with Limited English Proficiency: State of the Art and Future Directions

1984

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EXECUTIVE SUMMARY

EDUCATIONAL SERVICES TO HANDICAPPED, LEP STUDENTS IN CALIFORNIA: STATE OF THE ART AND FUTURE DIRECTIONS

This state-funded project had as its primary purpose the development of an information base relative to the delivery of special education services to handicapped LEP children in California. Funded by the California Department of Special Education, the project was a cooperative effort between the Department of Special Education and the Department of Multicultural Education at San Diego State University.

The purpose of this study was two-fold: (1) the development of an information base on education services to handicapped children and youth who are also limited in English proficiency; and (2) the identification of promising practices in the education of this population. A state-wide questionnaire survey and a program nomination/description procedure were used to obtain descriptive information. The eight research questions of the study were as follows:

(a) What proportion of the school-age population that is identified as limited in English proficiency (LEP) is also identified as handicapped?

(b) Is the prevalence rate for identified handicapping conditions among LEP students different from the prevalence rate for the total school population?

(c) What is the composition of the LEP, handicapped population in terms of handicapping condition and in terms of primary language?

(d) What procedures are commonly used in the screening, identification, evaluation, and reevaluation of LEP, handicapped students?

(e) What practices characterize the interaction between the school and the family of LEP, handicapped students?

(f) How are educational plans developed and Individualized Education Programs (IEPs) designed for LEP, handicapped students?

(g) What types of educational service options are available for LEP, handicapped students?

(h) What types of educational service options are available for LEP, handicapped students?

Of the 145 districts in the survey sample, 104 or 71.7%, responded to the survey study. Of the 11 county offices, 9 or 81.2%, returned the survey. Information was also gathered from existing state data banks that provide basic descriptive information on district/county size, student enrollments, and staffing patterns. Additional information came from the 20 specific program descriptions submitted through a "promising practices" nomination procedure.

One of the most important findings of the study was the proportional representation of LEP students in special education. For this sample, the prevalence of handicapped students among the LEP population was not significantly different from the prevalence of handicapped students among the total population. This was true both for special education as a single entity and for all categories of special education, with the exception of severely emotionally disturbed and other health impaired, where LEP students were somewhat underrepresented. Further, the prevalence rate of LEP students within the handicapped population was proporational to their prevalence in the total population. This was true for both LEP students as an entity and for each of the six language groupings for which data was available. Tests of difference in variance for these comparisons were not significant.

Analyses of service delivery practices suggested that many of the actual practices within the state are at variance with prevailing theory and research on education of bilingual students, including the education of handicapped bilingual students. Assessment practices across the state appear to be quite varied, with the major focus being on eligibility assessment, not academic programming assessment. Oral translation of English-language tests was the primary procedure for assessing LEP students. Only infrequently were either primary language development goals or cultural maintenance goals included on the IEPs of LEP students; further, the language of instruction in most special education classes appears to be English. Among the most frequently cited staff development needs was the need for additional bilingual staff, particularly for assessment purposes. Other frequently mentioned staff development needs include information on instructional strategies and curriculum and expanded information on language acquisition processes.

Three separate project reports were produced. These include:

1. State Survey Study
   A report of the statewide questionnaire survey study, including data analysis, information summaries, and recommendations for further efforts within California.

2. Promising Practices
   A four-part report including the specification of categories of promising practices, descriptions of promising practices within the state, an extensive annotation of literature, and a comparative summary of these components, with recommendations for improving educational services to handicapped LEP students.

3. Resource Directory.
   The names and addresses of individuals and agencies that have been identified within California as being involved in the education of handicapped, LEP students.

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INTRODUCTION

The cultural and linguistic diversity of the population of this nation is increasing dramatically. It is estimated that by 1990 there will be approximately 35 million persons in the United States whose language background is other than English, with this number rising to approximately 39 million (nearly one-third of the total U.S. population) by the year 2000 (Oxford, R., Pol, L., Lopez, D., Stupp, P., Peng, S., & Gendell, M., 1980). Included here are individuals from Hispanic and Asian origins, individuals who are American Indians, and individuals from such diverse linguistic and cultural backgrounds as the Middle Eastern countries, South Africa, Portugal, Finland, Poland, and many others.

Spanish background individuals (Mexican-Americans, Cubans, Puerto Ricans, and others) represent the largest subgroup of non-native English speakers, comprising approximately 40% of the ethnolinguistic population and 75% of the total limited English proficient (LEP) population. Currently at seven percent of the nation's population, this is the fastest growing minority, predicted to replace the Black population as the largest minority group in America (Cannon, 1978).

In addition, Asian and Pacific-American groups contribute over 16 languages to the southern California region alone. Nationally, various Asian groups make up the second largest ethnolinguistic group, with a plethora of other groups comprising the remaining subgroups. In California, over 90 language groups have been identified; statewide educational census data are maintained routinely on 10 of these groups. The educational implications of this diversity were underscored by a 1982 NEWSWEEK article which reported on one California school in which there were 25 different language groups. In the San Diego Unified School District (the ninth largest district in the nation), enrollments of "minority" students now surpass those of "majority" or Anglo students. California has recognized that "a lack of English language communication skills presents an obstacle to such pupil's rights to an equal educational opportunity". Assembly Bill 507 requires school districts to maintain annual census data on the language backgrounds of students and to provide bilingual educational opportunities to any student who qualifies as limited English proficient (LEP).

According to recent California census data, there are nearly 400,000 limited-English-proficient (LEP) students in the state's public schools. By extrapolation, over 33,000 (approximately 8.09%, the actual California special education prevalence rate) should be receiving special education services. The extent to which this is actually happening is unclear. For many years, ethnic minority students were dramatically overrepresented in special education programs for the handicapped, particularly those designated as being for the educable mentally retarded (Mercer, 1973). The failure of these children to perform well on English language intelligence tests standardized on white middle class native-English speaking children resulted in their being identified as handicapped and removed from regular educational programs. Concerns over these practices led to widespread civil rights litigation (e.g., Diana vs. California State Board of Education and the Larry P. vs. Riles cases) in both state and federal courts. The decisions in these cases served, in part, as an impetus for PL 94-142 and subsequent California mandates (SB 1870 and AB 3075) for special education services to handicapped students. In addition to ensuring free appropriate education for all handicapped children, many of the provisions of these laws involved safeguards to preclude the misidentification and inappropriate placement practices of the past. Within California, the shift from traditional categorization of handicapped children as educable mentally retarded, learning disabled, or behaviorally disordered to the more generic "learning handicapped" classification was one response to these concerns. However, data reported by the California State Department of Eduation (1979) suggest that both Hispanic and Black children continued to be overrepresented in classes designated as EMR. For example, with 21 percent of the school population in California reported as being Hispanic, 26% of the EMR enrollment was Hispanic (Killalea Assoc., 1980). Lambert (1981) reported that while the overall numbers of children (both Hispanic and non-Hispanic) placed in EMR classrooms in California had decreased substantially, the proportion of Hispanic to non-Hispanic remained the same; comparable data for other language groups were not available.

At the present time, concerns also are being expressed over possible underrepresentation of minority group students in special education (Bergin, 1980; California State Department of Education, 1981; Sedo, 1978). Difficulties in differentiating second language acquisition problems from learning handicaps, coupled with a sensitivity to past practices of overidentification and inappropriate placement into special education classes, may have led to a reluctance on the part of many teachers and administrators to refer culturally different children for special education. Bilingual education teachers may be particularly reluctant to make these referrals because of the dearth of bilingual special education programs, teachers, and curricula. They may opt to leave LEP children with learning difficulties in bilingual education classes where they at least understand the language. This places enormous responsibility on bilingual educators who are not trained to provide the needed special education programming.

Because of the manner in which census data are collected in California, it has been impossible to ascertain the extent to which LEP children are either overrepresented or underrepresented in special education. Each district and county education agency reports census data for 10 language groups for the total school population. Special education data include ethnicity counts for each category of handicapping condition for each SELPA, although none for individual districts. The state does not routinely collect language proficiency data for special education enrollments, nor does it obtain other descriptive information on educational programming for handicapped LEP students. The primary purpose of this study was to develop an information base that would provide direction for the future delineation of appropriate educational services for this population.

RESEARCH QUESTIONS

The purpose of this study was the investigation of current practices in the provision of educational services to handicapped children and youth who are also limited in English proficiency. To address this task, the following research questions were posed:

(a) What proportion of the school-age population that is identified as limited in English proficiency (LEP) is also identified as handicapped?

(b) Is the prevalence rate for identified handicapping conditions among LEP students different from the prevalence rate for the total school population?

(c) What is the composition of the LEP, handicapped population in terms of handicapping condition?

(d) What is the composition of the LEP, handicapped population in terms of primary language?

(e) What procedures are commonly used in the screening, identification, evaluation, and reevaluation of LEP, handicapped students?

(f) What practices characterize the interaction between the school and the family of LEP, handicapped students?

(g) How are educational plans developed and Individualized Education Programs (IEPs) designed for LEP, handicapped students?

(h) What types of educational service options are available for LEP, handicapped students?

METHOD

A descriptive research study was conducted in order to answer these questions. Data were gathered through a questionnaire survey and from existing state data banks.

Sample

Two samples were selected for this study, a sample of public school districts serving LEP students and a sample of county offices of education. The target population for the district sample was all districts within the state of California that enrolled students identified as limited in English proficiency. From the target population of 846 districts, a random sample of 145 districts was selected. The target population for the county office sample was all county offices within the state of California. Eleven county offices were randomly selected from the target population of 58 counties. According to Isaac and Michael (1982), this sample size allows a .10 level of confidence for sampling error probability.

Instrument

A survey instrument was designed to gather information from districts and county offices regarding current practices in the education of LEP, handicapped children and youth. The nine-page instrument included questions which addressed the following areas: (a) the number of LEP students receiving special education, their handicapping conditions, and their primary languages; (b) district or county procedures for the screening, identification, evaluation, and reevaluation of LEP, handicapped students; (c) district or county practices regarding interaction of the educational agency with the families of LEP, handicapped students; (d) district or county procedures for program planning and IEP design; and (e) educational service options available for LEP, handicapped students in the district or county. In addition, open-ended questions solicited information about the current staff development needs of instructional personnel working with LEP, handicapped students and information about the district's or county's perception of unique difficulties encountered in the provision of appropriate special educational services to students identified as limited in English proficiency. A copy of the survey instrument appears in Appendix A.

Procedures

The survey instrument was mailed to all districts and county offices randomly selected from the target populations. Initially, a letter of introduction, accompanied by a copy of the survey instrument, was sent to the district or county superintendent from the State Director of Special Education. This letter identified the purposes of the project and requested the superintendent's assistance in ensuring completion and return of the survey. Subsequently, one copy of the questionnaire and its attachments were sent to each Director of Special Education in the sample, with a second set of materials addressed to the Director of Bilingual Education. A cover letter explaining the purpose of the study and a self-addressed, stamped envelope were provided. This explanatory letter encouraged these two program heads to collaborate in the completion of the survey.

Follow-up contacts with districts and counties were made by mail both prior to and, if the survey had not been returned, subsequent to the suggested deadline. If no response had been received within two weeks of the mail reminder, phone contacts were made and duplicate sets of materials furnished as necessary. Of the 145 districts in the sample, 104 returned the survey, 5 offered explanations for their refusal to participate in the study, and no response was received from 36 districts. The reasons given for refusal to participate were time constraints (n = 1), lack of interest (n = 3), and school policy that does not allow response to surveys (n = 1). Of the 11 county offices, 9 returned the survey and 2 did not respond.

Information was also gathered about district and county samples from existing state of California data banks (Notes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10). These data banks provided basic descriptive information about district and county office size, student enrollment, and staffing patterns.

RESULTS OF THE SURVEY

Responses were returned from 104 of the 145 districts sampled; this represents a return rate of 71.7%. In the county office sample, responses were returned from 9 of the 11 counties surveyed, representing a return rate of 81.2%. The public school districts represented 33 different counties within the state of California. The sample included 57 elementary districts (55% of the sample), 9 high school districts (9% of the sample), and 38 unified districts serving both elementary and high school students (37% of the sample). Of the nine county offices responding, one provided no data because it did not directly sponsor any special education programs. Hence, data were available for a maximum of eight counties. The numbers of LEP, handicapped students served by the eight county education agencies were 0, 0, 1, 2, 7, 19, 24, and 381. Because the number of county offices responding to any single survey question was so low, statistical analysis of county data is not reported. Their forced-choice and open-ended responses have been incorporated, where appropriate, throughout the report.

Analysis of questionnaire data was complicated by the absence of responses for various questions. Some districts and counties (e.g., those that did not offer special education programs) were unable to provide responses; others apparently simply failed to provide the data requested. Further, many responses that were provided had to be disregarded due to faulty arithmetic on the part of the respondents. For example, for a particular question, the respondent would indicate a total number of students served that would differ from the aggregate of the numbers provided for the question subsets (e.g., the sum of the handicapped students for various language groups would exceed the total number identified as LEP, handicapped; or, the total number identified as LEP, handicapped would exceed the total identified as LEP for the district). For these reasons, there was considerable variation in the number of responses analyzed for each question. With 104 districts returning the survey instruments, the numbers of responses analyzed for any given question ranged from 43 to 103. For counties, numbers of responses per question ranged from zero to eight.

Description of Sample Districts

There was wide variation in the *size of districts* included in the sample. Student enrollment ranged from 82 students in the smallest district to 540,908 students in the largest district. Mean student enrollment was 10,541 (SD = 53,322); median student enrollment was 1,746. The variation in district size is illustrated in Table 1.

Data on the *socioeconomic status* (SES) of sample districts were available as part of the California Assessment Program (Note 6). The socioeconomic index is calculated for each district at three grade levels (grades 3, 6, and 12); district indexes can be evaluated in terms of statewide percentile rank norms. Grade 3 and Grade 6 data were available for elementary and unified districts, and Grade 12 data were available for secondary and unified districts. Sample districts (n = 94) ranged from percentile rank 1 to percentile rank 98 on the Grade 3 SES Index, with a median percentile rank of 49.0. On the Grade 6 Index, districts (n = 93) ranged from percentile rank

2 to percentile rank 98, with a median percentile rank of 49.8. On the Grade 12 Index, districts (n = 47) ranged from percentile rank 1 to percentile rank 96, with a median percentile rank of 56.0.

Table 1

Description of Sample Districts by Total Student Enrollment

ENROLLMENT	N OF SAMPLE	% OF SAMPLE
Less than 500	28	27%
501 to 1,000	12	11%
1,001 to 5,000	33	32%
5,001 to 10,000	14	14%
10,001 to 100,000	16	15%
More than 100,000	1	1%
TOTAL	104	100%

The ethnic composition of districts within the sample was varied. The average percentages of students representing different ethnic groups were: American Indian, .85% (SD = 1.58); Asian/Pacific Islander, 3.40% (SD = 5.08); Filipino, 1.44% (SD = 3.47); Hispanic, 28.32% (SD = 24.81); Black, 3.00% (SD = 5.47); and White, 62.63% (SD = 26.89).

Data were also available on the language characteristics of each district. The number of students identified as limited in English proficiency (LEP) per district ranged from 1 to 117,557. The mean number was 1,773 (SD = 11,636), and the median number was 98. The variation in the number of LEP students per district is illustrated in Table 2.

Table 2

Description of Sample Districts by Number of LEP Students Enrolled

NUMBER OF LEP STUDENTS	N OF SAMPLE	% OF SAMPLE
LOW (Less than 100)	52	50%
MEDIUM (100 to 999)	39	38%
HIGH (1,000 or more)	13	12%
TOTAL	104	100%

In a statewide ranking of districts by the number of LEP students enrolled, the districts in the sample ranged from rank number 1 to rank number 843 (out of 846 districts). The median ranking for sample districts was 327.5.

Although the absolute number of LEP students is one indicator of the language characteristics of a district, the percentage of LEP students among the total school population is another. Sample districts ranged from .15% of enrollment identified as LEP to 89.7%. The mean percentage of LEP was 11.0% (SD = 15.0), and the median percentage was 5.67%. The variation in the percentage of LEP students per district is illustated in Table 3. It should be noted that the range of 5% to 15% was selected as representing a moderate concentration of LEP students because the current statewide data indicate that, of the 4,046,156 students served in California's public schools (Note 7), 431,443 or 10.66% are identified as LEP (Note 8).

Table 3

Description of Sample Districts by Percentage of LEP Students Enrolled

PERCENTAGE OF LEP STUDENTS	N OF SAMPLE	% OF SAMPLE
LOW (Less than or equal to 5%)	48	46%
MEDIUM (5% to 15%)	33	32%
HIGH (More than 15%)	23	22%
TOTAL	104	100%

In a statewide ranking of districts by percentage of LEP enrollment, sample districts ranged from rank number 1 to rank number 791 (out of 846 districts). The median ranking for sample districts was 349.5.

To depict the relationship in sample districts between the number of identified LEP students and the percentage of district enrollment identified as LEP, Table 4 was constructed. Sample districts were first classified as low, medium, or high in terms of number of LEP students; districts with less than 100 LEP students were categorized as low, those with 100 to 999 LEP students were categorized as medium, and those with 1,000 or more LEP students were categorized as high. Districts were then classified as low, medium, or high in terms of percentage of LEP students; districts with 5% or less LEP enrollment were categorized as low, those with 5% to 15% LEP enrollment were categorized as medium, and those with more than 15% LEP enrollment were categorized as high percentage districts. Finally, sample districts were categorized along both variables.

Table 4

Description of Sample Districts by Number and Percentage of LEP Students Enrolled

		NUMBER OF LEP STUDENTS		
		LOW	MEDIUM	HIGH
PERCENT OF LEP	LOW	37	11	0
	MEDIUM	11	18	4
	HIGH	4	10	9

It can be noted from this table that the sample districts represented all possible combinations of numbers of LEP and percentage of LEP with the exception of high number-low percentage.

Districts were also described in terms of the specific languages spoken by their students. Table 5 lists the languages common in California and the average percentage of students in sample districts classified as LEP in relation to each language.

Table 5

Percentage of LEP Students and Their Primary Languages in the Sample Districts

LANGUAGE	MEAN PERCENTAGE OF LEP STUDENTS (SD)
Spanish	75.9 (27.5)
Vietnamese	5.6 (13.1)
Cantonese	1.7 (4.2)
Korean	1.8 (4.4)
Filipino	2.5 (7.3)
Portuguese	2.8 (7.6)
Mandarin	1.3 (3.7)
Japanese	1.7 (6.5)
Cambodian	0.4 (1.1)
Laotian	0.8 (3.0)
All others	5.6 (8.4)

Table 5 indicates that the most common primary language for students identified as limited in English proficiency was Spanish. These data are in agreement with state summary data which report

74.8% (or 322,525 out of 431,443) LEP students in California as Spanish-speaking (Note 8).

Like student data, staffing patterns in sample districts showed wide variations. The number of teachers per district ranged from 3 to 21,178. The mean number was 432 (SD = 2,110) and the median was 77.5. A breakdown of the number of teachers per district (n = 102) appears in Table 6.

Table 6

Description of Sample Districts by Number of Instructional Staff

TEACHERS	N OF DISTRICTS
0 to 50	38
51 to 100	17
101 to 500	30
501 to 1,000	10
1,001 to 10,000	4
More than 10,000	1

Data were also available on the number of bilingual education staff members per district. Table 7 presents the various classifications of bilingual personnel and the median number of such personnel per district, first for the total bilingual staff and next for staff categorized as having Spanish language proficiency.

Table 7

Description of Sample Districts by Number of Bilingual Education Staff

BILINGUAL EDUCATION POSITION TITLE	MEDIAN N, TOTAL STAFF	MEDIAN N, SPANISH STAFF
Cross-Cultural Teacher	1.5	1.4
Teacher with Waiver	.43	.38
Language Development Specialist	.14	.11
Aide	7.2	6.5

It appears that the majority of bilingual education staff for sample districts are concerned with the needs of Spanish-speaking students. This is consistent with student enrollment data which indicate that for these districts (as well as the state) Spanish is the most common primary langage for students with limited English proficiency.

Prevalence of Limited English Proficient, Handicapped Students

One hundred and three of the 104 sample districts responded to the survey question which directed them to indicate the total number of limited English proficient students currently identified as handicapped. Responses ranged from a minimum of zero LEP, handicapped students to a maximum of 5,212 students. The mean response was 80.1 (SD = 515.7) and the median response was 5.75. Table 8 summarizes the data reported by districts.

The magnitude of the differences between the mean and median responses for this (and subsequent) data is accounted for, in part, by the single district reporting more than 1,000 LEP students (n = 5,212). For all study questions (e.g., number of LEP students, number of LEP handicapped students, number of handicapped students by language group, and so forth), this single district reported numbers much higher than those of other districts. Because these data were comparably high for all variables under investigation, however, the district was not omitted from any of the data analyses reported for the study.

Table 8

Number of LEP, Handicapped Students Identifed by Sample Districts

NUMBER OF LEP, HANDICAPPED STUDENTS	N OF DISTRICTS
0	28 (27%)
1 to 100	68 (66%)
100 to 999	6 (77%)
1,000 or more	1 (—%)

Approximately 27% of the districts reported that they had identified no students as both handicapped and limited in English proficiency. Sixteen of these 28 districts, however, did not offer special education services and had not identified any students as handicapped (Note 10). The majority of the sample (66%) described a

LEP, handicapped population numbering from 1 to 100, and a few districts (7%) indicated they served more than 100 such students.

The first analysis of these data was a comparison of the prevalence rate for handicapping conditions among limited English proficient students and the total school population. The percentage of LEP students identified as handicapped was computed for each district offering special education programs (n = 82); the number of LEP, handicapped students was divided by the total number of LEP students in the district, and the quotient was multiplied by 100. The overall percentage of handicapped students within the total district population was also calculated for these districts; the number of handicapped students in the district was divided by the total number of students, and the quotient was multiplied by 100. When the prevalence of handicapped students among the LEP population was compared with the prevalence of handicapped students among the total population via a dependent t test, no significant difference was revealed. A test of the difference in variance was non-significant. Table 9 and Figure 1 depict these data.

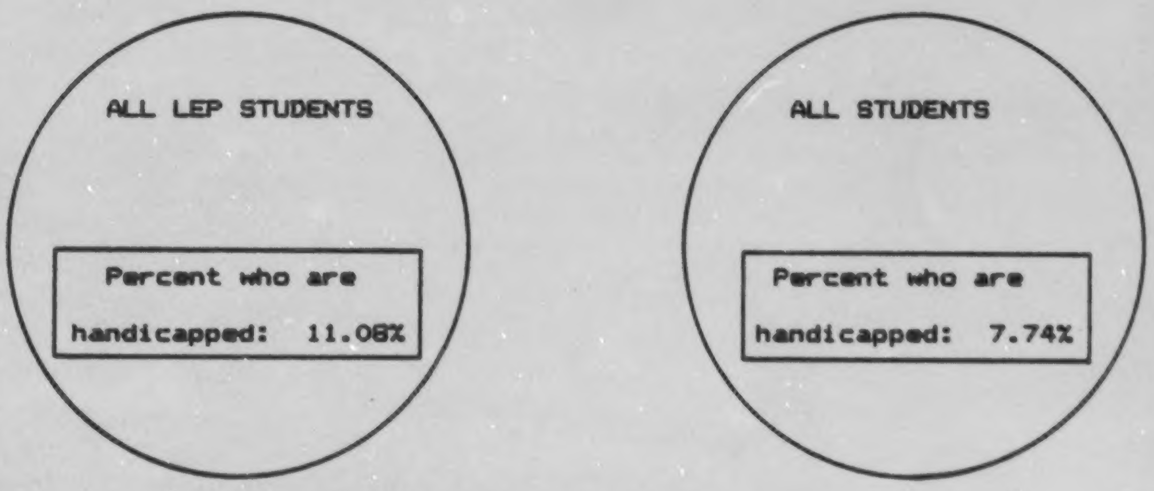
Table 9

Comparison of Prevalence Rates for Handicapping Conditions Among LEP Students Versus All Students in Sample Districts

VARIABLE	MEAN	SD	t	df	p
Percentage of LEP students identified as handicapped in district	11.08	18.43	1.58	81	0.12
Percentage of all students identified as handicapped in district	7.74	3.32			

Figure 1

Prevalence Rates for Handicapping Conditions Among LEP Students Versus All Students in Sample Districts


ALL LEP STUDENTS
Percent who are handicapped: 11.08%
ALL STUDENTS
Percent who are handicapped: 7.74%

The 7.74% prevalence data from sample districts can be compared with current statewide data. Given that the total number of students aged 6 to 17 identified as handicapped in California is 327,317 (Note 9) and the total number of students in the state is 4,046,158 (Note 7), the prevalence rate for handicapping conditions is 8.09%.

The second analysis compared the prevalence rate for limited English proficiency among handicapped students and the total school population. The percentage of handicapped students identified as LEP was computed for each district offering special education services (n = 82); the number of LEP, handicapped students was divided by the total number of handicapped students in the district, and the quotient was multiplied by 100. The overall percentage of LEP students within the total district population was also calculated for these districts; the number of LEP students in the district was divided by the total number of students, and the quotient was multiplied by 100. When the prevalence of LEP students among the handicapped population was compared with the prevalence of LEP students among the total population via a dependent t test, no significant difference was revealed. Table 10 and Figure 2 depict these data. A test for difference in variance was non-significant.

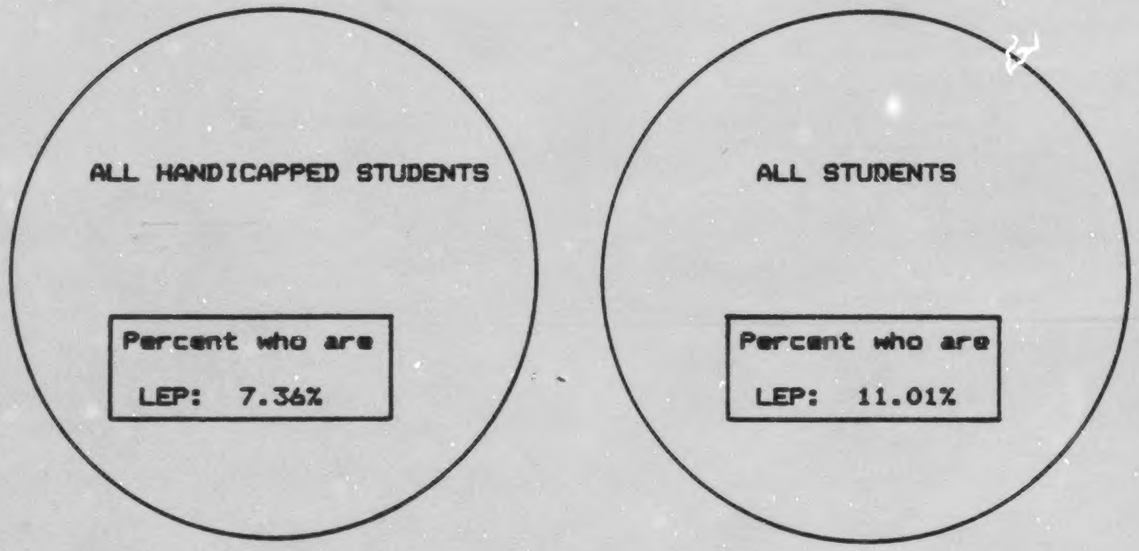
Table 10

Comparison of Prevalence Rates for Limited English Proficiency Among Handicapped Students Versus All Students in Sample Districts

VARIABLE	MEAN	SD	t	df	p
Percentage of handicapped identified as LEP in district	7.36	8.08	-1.92	81	0.059
Percentage of all students identified as LEP in district	11.01	15.05			

Figure 2

Prevalence Rates of Limited English Proficiency Among Handicapped Students Versus All Students in Sample Districts


ALL HANDICAPPED STUDENTS
Percent who are LEP: 7.36%
ALL STUDENTS
Percent who are LEP: 11.01%

The third analysis involved prevalence rates for specific handicapping conditions. The composition of the LEP, handicapped population described by districts was analyzed in terms of handicapping conditions. Districts were asked to indicate the number of LEP students identified as mentally retarded, the number identified as emotionally disturbed, and so forth; this information was reported by 52 districts which offered special education programs. These data were converted to percentages in order to describe the proportion of LEP, handicapped students representing each handicapping condition. For example, the percentage of LEP, handicapped students identified as mentally retarded was computed by dividing the number of mentally retarded, LEP students by the total number of LEP, handicapped students and then multiplying the quotient by 100. The rate of occurrence for specific handicapping conditions was also calculated for the total handicapped population within the district. For example, the percentage of mentally retarded students was computed by dividing the number of mentally retarded students by the total number of handicapped students and then multiplying the quotient by 100. When prevalence rates for the various handicaps among LEP, handicapped students were compared with prevalence rates among the total handicapped population via dependent t tests, differences significant at less than the .05 probability level emerged for two handicapping conditions: severe emotional disturbance and other health impairments. Tests of difference in variance were non-significant.

Table 11

Comparison of Prevalence Rates for Special Handicapping Conditions Among LEP, Handicapped Students Versus All Handicapped Students in Sample Districts

HANDICAPPING CONDITIONS	% OF LEP, HANDICAPPED IN DISTRICT Mean (SD)	% OF TOTAL HANDICAPPED IN DISTRICT Mean (SD)	t	df	p
Mentally retarded	9.20 (17.20)	4.71 (5.85)	1.82	51	0.08
Deaf and hard of hearing	0.40 (1.81)	0.60 (1.93)	-0.57	51	0.57
Speech impaired	17.22 (27.83)	19.18 (18.64)	-0.50	51	0.62
Visually handi-capped	2.16 (13.89)	0.36 (1.10)	1.00	51	0.32
Seriously emotionally disturbed	0.06 (0.42)	1.10 (3.30)	-2.25	51	0.03**
Orthopedically impaired	0.37 (1.38)	0.74 (1.75)	-1.55	51	0.13
Other health impaired	0.42 (1.79)	1.32 (2.41)	-2.34	51	0.02**
Specific learning disabilities	66.57 (33.23)	71.35 (19.06)	-0.95	51	0.34
Deaf-blind	0.00 (0.00)	0.01 (0.03)	-1.25	51	0.22
Multi-handicapped	1.22 (5.31)	0.64 (1.89)	0.79	51	0.43

** Significant at < .05

Data were also gathered for two subsets of the category mental retardation, mild retardation and moderate to profound retardation. Districts (n = 50) reported a mean percentage of 7.07 (SD = 15.85) of their LEP, handicapped students as mildly retarded, and a mean percentage of 2.35 (SD = 7.78) of their LEP, handicapped students as moderately, severely, or profoundly retarded. No comparative data for total handicapped students by districts for these two subsets were available.

District data can be compared with current statewide rates for the prevalence of the various handicaps among the total handicapped population (ages 6 to 17) (Note 9). Among all handicapped students in California, 58.06% are identified as learning disabled, 24.73% as speech imapired, 5.94% as mentally retarded, 3.95% as other health impaired, 2.54% as seriously emotionally disturbed, 1.64% as orthopedically impaired, 1.50% as deaf or hard of hearing, 1.02% as multi-handicapped, 0.57% as visually handicapped, and 0.05% as deaf-blind.

The fourth analysis involved prevalence rates for primary languages. Districts were asked to specify the number of handicapped, LEP students whose primary langage was Spanish, the number whose primary language was Vietnamese, and so forth; 43 districts supplied these data. Data were converted to percentages to describe the proportion of LEP, handicapped students representing each language group. For example, the percentage of Spanish-speaking handicapped students was computed by dividing the number of LEP, handicapped students whose primary language was Spanish by the total number of LEP, handicapped students and then multiplying the quotient by 100. The rate of occurrence of the various primary languages was also calculated for the total LEP population within the district. For example, the percentage of Spanish-speaking LEP students was computed by dividing the number of LEP students whose primary language was Spanish by the total number of LEP students and then multiplying the quotient by 100. When prevalence rates for the various languages among LEP, handicapped students were compared with prevalence rates among the total LEP population via dependent t tests, no significant differences were revealed. Tests for difference in variance were also non-significant.

Table 12

Comparison of Prevalence Rates for Various Languages Among LEP, Handicapped Students Versus All LEP Students in Sample Districts

PRIMARY LANGUAGE	% LEP, HANDICAPPED IN DISTRICT Mean (SD)	% OF TOTAL LEP IN DISTRICT Mean (SD)	t	df	p
Spanish	80.38 (25.45)	85.06 (27.23)	-1.46	42	0.15
Vietnamese	3.79 (11.02)	2.36 (9.72)	1.19	42	0.24
Cantonese	1.02 (1.94)	0.86 (5.09)	0.20	42	0.84
Korean	1.67 (4.68)	0.59 (3.81)	1.26	42	0.22
Filipino/Tagalog	1.77 (3.96)	1.49 (5.78)	0.27	42	0.79
All others	11.37 (17.92)	8.16 (20.55)	1.05	42	0.30

District data can be compared with current statewide rates for the distribution of various primary languages among the total LEP population (grades K through 12) (Note 8). Among all LEP students in California, Spanish is the primary language of 74.75%, Vietnamese of 6.43%, Cantonese of 3.73%, Korean of 1.85%, Filipino/Tagalog of 1.99%, and all other languages of 11.25%.

Comparison of Districts With and Without LEP, Handicapped Students

Of the 104 districts in the sample, 28 reported no LEP, handicapped students. When the characteristics of these districts were examined, it was noted first that in 16 of the 28 districts no students were identified as handicapped. In addition, all 28 districts fell within the classification of low number of LEP students (less than 100). The distribution of districts with 0 LEP, handicapped students across the variables of number of LEP students and percentage of LEP students is illustrated in Table 13. Of the 20 low number/low percentage LEP districts, 9 had no special education programs; of the 5 low number/medium percentage LEP districts, 4 had no special education programs; and of the 3 low number/high percentage LEP districts, none offered special education programs.

Table 13

Description of Sample Districts Reporting No LEP, Handicapped Students by Number and Percentage of LEP Students

		NUMBER OF LEP STUDENTS		
		LOW	MEDIUM	HIGH
PERCENT OF LEP	LOW	20	0	0
	MEDIUM	5	0	0
	HIGH	3	0	0

In contrast, the 76 districts who did report the identification of LEP, handicapped students were distributed across all three classifications: low number of LEP students, medium number, and high number. The distribution of these districts is illustrated in Table 14.

Table 14

Description of Sample Districts Reporting LEP, Handicapped Students by Number and Percentage of LEP Students

		NUMBER OF LEP STUDENTS		
		LOW	MEDIUM	HIGH
PERCENT OF LEP	LOW	17	11	0
	MEDIUM	6	18	4
	HIGH	1	10	9

It can be noted from a comparison of Tables 12 and 13 that, for all sample districts enrolling 100 or more LEP students, some LEP, handicapped students had been identified. Thus, it appears that, if this district sample is representative of the state as a whole, districts with 100 or more LEP students could be expected to have identified some segment of their LEP population as in need of special education.

However, there is variation among districts with small LEP populations. Although 28 districts with low numbers of LEP students had not identified LEP, handicapped students, 24 such districts had identified a portion of their LEP population as in need of special education. In order to determine what characteristics, if any, distinguished low number LEP districts with and without identified LEP, handicapped students, a series of analyses of variance were undertaken. When low number LEP districts without LEP, handicapped students (n = 28) were compared with low number LEP districts with LEP, handicapped students (n = 24), no differences were found on the variables of socioeconomic status (grade 3, grade 6, and grade 12 estimates) or ethnicity (percentage of Hispanic students, percentage of White students). As Table 15 shows, differences were revealed on the variables of total district enrollment, district LEP enrollment, district FEP enrollment, number of teachers, and number of bilingual staff.

Table 15

Comparison of Low LEP Enrollment Districts With and Without Identified LEP, Handicapped Students

VARIABLE	DISTRICTS WITH HANDICAPPED, LEP Mean (SD)	DISTRICTS WITHOUT HANDICAPPED, LEP Mean (SD)	F	p
Total number of students enrolled	2,272 (3,039)	547 (590)	8.66	.005
Number of LEP students enrolled	43 (31)	12 (14)	21.86	.001
Number of FEP students enrolled	81 (100)	28 (54)	5.71	.02
Number of teachers	96 (117)	23 (24)	9.65	.003
Number of bilingual staff	5.3 (4.1)	1.9 (1.6)	9.55	.004

Thus, it appears that low number LEP districts which have identified a portion of their LEP population as handicapped are characterized by larger total student enrollments, larger LEP enrollments, larger FEP enrollments, greater numbers of teachers, and greater numbers of bilingual teaching staff.

Screening, Identification, Evaluation, and Reevaluation Practices

One set of questions dealt with the procedures used in the screening, identification, evaluation, and reevaluation of LEP, handicapped students. When asked the source of referrals for special education for students already identified as limited in English proficiency, the 66 districts and four counties reported that the regular classroom teacher was the most common source of referrals. This professional accounted for a mean of 60% (SD = 33) of the district referrals of LEP students for special education. The mean percentages of LEP students referred by other persons were: bilingual education teacher, 17% (SD = 24); principal or other administrator, 6% (SD = 10); school counselor, 6% (SD = 13); student's parent or relative, 4% (SD = 8); and other, 7% (SD = 18).

Respondents also commented on the rate of referral of LEP students. Fifty districts (or 69% of the 72 responding to this question) and 5 counties (of 6 responding) felt that the number of LEP students being referred for special education is representative of the number who need special education services. However, 14 districts (19%) and one county replied that too few students are referred, and 8 districts (11%) replied that too many students are referred. When asked if there are special education students who are limited in English proficiency who have not been identified as LEP, 72% of the districts and 7 of 8 counties responding to this question answered "no." Twenty districts (28%) and one county replied that a few LEP, handicapped students had not been identified as LEP.

The questionnaire asked agencies to indicate the ways in which special education screening procedures for LEP handicapped students differed from the procedures used with English proficient handicapped students. Of the 72 districts and 5 counties responding to this question, 14 districts (19%) indicated that screening procedures were basically the same for all students; the processes and procedures used with LEP handicapped students were not dramatically different from those used with English proficient students. However, many respondents noted that language considerations played a more major role in the screening of LEP students. Specific procedures cited by sample districts were: (a) assessment of the students in their home language (or, in both the home language and English (33 districts or 46% and 3 counties); (b) determination of the student's language dominance and/or language proficiency in both English and the home language (11 districts); (c) increased reliance on non-language-based measures such as performance scales (9 districts or 13%); (d) increased reliance on non-standardized measures such as observations, interviews, and individual developmental/educational histories (7 districts or 10% and 2 counties); and (e) the use of non-biased, culturally fair assessment tools (3 districts or 4%). It is interesting to note that many different terms were used to describe the home language of the LEP student. These terms included: home language, major language, preferred language, own language, dominant language, native language, and primary language. Another difference that emerged between screening procedures for LEP students and those for English proficient students involved personnel. Fourteen districts (19%) and four counties indicated that assessment of LEP students was conducted by bilingual professionals such as psychologists, special education teachers, and speech, hearing, and language specialists; only two districts (3%) mentioned the use of bilingual aides in the screening process. Fourteen districts (19%) said that translators or interpreters were used for administration of tests and/or for explanation of the directions for non-language-based tests. Twelve districts (17%) and one county made the point that professionals from Bilingual Education, ESL, Migrant Education, and like services were included in the screening process for LEP students. These data are summarized in Table 16.

Table 16

Special Screening Procedures Used With LEP Students

Screening Procedure	Districts Reporting (n = 72)	Counties Reporting (n = 5)
Assessment of student in his or her home language	33 (46%)	3
Assessment conducted by bilingual professional	14 (19%)	4
Translator or interpreter assists in assessment	14 (19%)	—
Same basic procedures used for both LEP and non-LEP students	14 (19%)	—
Bilingual education personnel included in screening process	12 (17%)	1
Student's dominant language/language proficiency determined	11 (15%)	—
Increased reliance on non-language measures	9 (13%)	—
Increased reliance on non-standardized measures	7 (10%)	2
Non-biased assessment tools used	3 (4%)	—

Special education evaluation methods and procedures used with LEP students were also described by 72 districts and 8 county respondents. Four districts (6%) replied that they did not assess LEP students for special education. The most commonly mentioned assessment procedure was the oral translation of tests commercially available in English only; this procedure was mentioned by 60 districts (83%) and 5 counties. Other common procedures were: the use of tests available commerically in the primary language of the student (53 districts (74%) and all 8 counties); the use of tests commercially available in English only (31 districts or 43% and 4 counties); and the use of tests developed by the SELPA or district in the primary language of the student (15 districts (21%) and 2 counties).

Districts were asked to report whether, in the assessment of LEP students for possible special education services, the multidisciplinary evaluation team included either a representative from bilingual education or some other person able to communicate in the primary language of the student. With Spanish speaking students, 51 districts and 5 counties said that a bilingual education representative was included sometimes, often, or always; 65 districts and 5 counties reported the inclusion of someone able to communicate in the primary language of the student. This practice was less common with other languages. Bilingual education representatives were included on the multidisciplinary evaluation team for Vietnamese LEP students by 12 districts, for Cantonese LEP students by 7 districts, for Korean LEP students by 6 districts, for Filipino/Tagalog LEP students by 11 districts, and for other language LEP students by 17 districts. Two counties each indicated that bilingual education representatives served on the multidisciplinary evaluation teams for each of these languages. Other persons able to communicate in the primary language of the student were included on the multidisciplinary evaluation team for Vietnamese LEP students by 18 districts and 2 counties, for Cantonese LEP students by 13 districts and 3 counties, for Korean LEP students by 11 districts and 2 counties, for Filipino/Tagalog LEP students by 14 districts and 2 counties, and for other language LEP students by 22 districts and 3 counties. In the case of all languages, bilingual education representatives were included less often than other persons able to communicate in the primary language of the student.

In order to determine the types of assessment devices used in the assessment of LEP students for possible placement in special education, respondents were asked to "List commerically available non-English-language assessment devices (tests, rating scales, parent interview schedules, etc.) that are routinely used in your district for special education assessment of LEP students." Fifty-eight districts and 5 counties serving LEP, handicapped students responded to this survey item. The measures cited by a minimum of five sample districts are listed in Table 17. The measures appear to fall into three clusters: (1) measures which assess language proficiency, either in the home language, in English, or in both the home language and English; (2) performance-type measures which attempt to bypass the need for English language verbal communicaion skills (e.g., the Leiter, Ravens, and WISC-R Performance Scale subtests); and (3) non-English versions and/or translations of standard psychological assessment tools such as the WISC-R, the Bender-Gestalt, and the Woodcock-Johnson Psycho-Educational Battery.

Table 17

Non-English-Language Assessment Devices Most Frequently Mentioned by Sample Districts

Assessment Device	Districts Reporting (n = 58)
Bilingual Syntax Measure	17 (29%)
Ber-Sil	14 (24%)
Dos Amigos Verbal Language Scales	14 (24%)
Del Rio	13 (22%)
Leiter International Performance Scale	13 (22%)
Language Assessment Scales	12 (21%)
SOMPA	12 (21%)
WISC-R	12 (21%)
Boehm Test of Basic Concepts	11 (19%)
Carrow Test of Auditory Comprehension of Language	9 (16%)
Peabody Picture Vocabulary Test	8 (14%)
Woodcock-Johnson Psycho-Educational Battery	8 (14%)
Bender-Gestalt	7 (12%)
PEOPLE	6 (10%)
Austin Spanish Articulation Test	5 (9%)
Columbia Mental Maturity Test	5 (9%)
Ravens Progressive Matrices	5 (9%)
WISC-R Performance Scale	5 (9%)
Woodcock Language Proficiency Battery	5 (9%)

Most districts (65 of 69) and all 8 counties responding reevaluate LEP, handicapped students for continuation in special education programs about as frequently as English speaking students. Four districts (6%) reevaluate LEP students more frequently than English speaking students. Assessment of English proficiency is a standard part of the reevaluation process for handicapped LEP students in 36 out of 70 districts (51%) and 3 counties. Three districts never assess English proficiency during reevaluation, 4 districts (16%) and 1 county seldom do so, 14 districts (19%) and 1 county do so sometimes, and 13 districts (19%) and 3 counties do so often.

School-Family Interactions

Respondents were asked to comment upon the involvement of parents of LEP, handicapped students in the design of the IEP. When asked to indicate the percentage of parents of LEP, handicapped students who typically attend IEP meetings, 11 of 66 districts and 1 of 8 counties reported 0% to 25%, 12 districts reported 26% to 50%, 6 districts and 1 county reported 51% to 75%, and 37 districts and 5 counties reported 76% to 100%. Thus, for the majority of cases, parents of LEP, handicapped students are reported to attend IEP meetings with regularity. Respondents then compared the IEP attendance of parents of LEP students to parents of students with fluent English proficiency. Four districts and 1 county reported a higher rate of attendance for parents of LEP, handicapped students, 15 districts reported a lower rate of attendance for parents of LEP, handicapped students, but the majority of respondents (46 districts and 4 counties) reported that the attendance rate of these two groups of parents was about the same.

When asked how due process rights and guarantees and instructional options are explained to parents who themselves are limited in English proficiency, the majority of districts (68 of 71 districts) and all 8 counties indicated that explanations are provided by a translator who attends the IEP meeting. Other common methods were: by print materials in the primary language of the parents (64 districts and 8 counties); by print materials in the primary language of the parents which are then explained by a translator (59 districts and 8 counties); by a bilingual person who visits the home of the parents (51 districts and 8 counties); and by print materials written in English and translated orally (47 districts and 6 counties).

Program Planning and IEP Development

Districts and counties were asked to indicate the persons who typically attend IEP meetings for LEP handicapped students. Each professional or other participant was rated as (1) "never attending IEP meetings for LEP handicapped students" (2), "seldom attending" (3), "sometimes attending" (4), "often attending" (5), or "always attending." Mean ratings for district responses were then computed for each professional, and these are presented in Table 18.

Table 18

Rate of Attendance of Various Professionals at IEP Meetings for LEP, Handicapped Students in Sample Districts

IEP PARTICIPANT	MEAN RATE OF ATTENDANCE AT IEP MEETINGS (n of districts responding)
Recommending teacher	4.3 (SD = 1.0) (n = 70)
Special education teacher	4.9 (SD = .35) (n = 71)
Bilingual education teacher	2.7 (SD = 1.5) (n = 71)
Bilingual teacher of LEP	2.9 (SD = 1.6) (n = 70)
Translator	4.3 (SD = .90) (n = 71)
Student at elementary level	2.2 (SD = 1.0) (n = 62)
Student at junior high level	2.9 (SD = 1.1) (n = 61)
Student at senior high level	3.6 (SD = 1.0) (n = 40)
Psychologist	4.6 (SD = .77) (n = 71)
Principal	4.0 (SD = 1.1) (n = 71)
Director of special education or program specialist	3.7 (SD = 1.4) (n = 71)
Director of bilingual education	1.7 (SD = 1.1) (n = 70)
Other	2.1 (SD = 1.5) (n = 66)

IEP forms are available in Spanish in 62 districts and 6 counties and in other languages in 14 districts and 1 county. Forty-five districts and 6 counties write the IEP itself in Spanish and 11 districts and 1 county write the IEP in languages other than Spanish.

Respondents also described the content of IEPs for LEP, handicapped students. As Table 19 presents, English language development goals were incorporated into the IEPs of LEP, handicapped students often or always by a total of 58 of the 70 districts and 5 of 8 counties. In contrast, primary language development goals were incorporated into the IEPs of LEP, handicapped students often or always by only 19 of the 70 districts and 1 county. For handicapped, LEP students, self-image and cross-cultural understanding goals were incorporated into IEPs often or always by 26 of the 69 districts and 3 of 8 counties reporting.

Table 19

Frequency with which Various Instructional Goals are Incorporated into IEPs of LEP, Handicapped Students in Sample Districts

(Parens = county data)

TYPE OF INSTRUCTIONAL GOAL	NUMBER OF DISTRICTS INCORPORATING THIS GOAL IN IEPS OF LEP, HANDICAPPED STUDENTS				
	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
English Language Development Goal	1	2	9 (3)	27 (3)	31 (2)
Primary Language Development Goal	17 (4)	24 (1)	10 (1)	10 (1)	9
Self-Image and Cross-Cultural Understanding Goal	3	11 (2)	29 (3)	16 (2)	10 (1)

Educational Service Options

Respondents were asked to indicate the continuum of various instructional service options into which LEP, handicapped students could be placed and to note which of these options were available bilingually, either in Spanish or in some other language (other than English). Program options available included, in descending order of frequency, special day class, regular class with special education resource assistance available, bilingual regular class with special education resource assistance, special day class with a bilingual aide, special education resource specialist program with a bilingual aide, and bilingual special day class.

Asked to estimate the percentage of LEP, handicapped students served in special education programs in which a "significant portion" of instruction is delivered in the student's primary language by a credentialled bilingual teacher, districts responded that 5.8% (SD = 17) of students in designated instructional services (n = 57), 8.5% (SD = 21) of students in resource specialist programs (n = 62), and 3.8% (SD = 14) of students in special day classes (n = 50) received such services. None of the county respondents indicated that LEP, handicapped students received a significant portion of primary language instruction from a credentialled bilingual teacher.

Respondents described the varying roles of special education and bilingual education in the provision of services to LEP, handicapped students. When asked the approximate percentage of LEP, handicapped students served by special education only, the mean response of districts (n = 59) was 26.3% (SD = 34.9). All three counties serving over 10 LEP, handicapped students reported that 100% were served in special education only. The mean percentage of district students served by bilingual education only was 7.6% (SD = 21.1) and the mean percentage of students receiving services from both special education and bilingual education was 49.4% (SD = 42.1). A few students remained in regular classes with no service from either special or bilingual education (Mean = 0.7%, SD = 4.2), and a mean percentage of 16.0% received service via Bilingual Individual Learning Programs (BILPs) in which instruction is largely individualized. Table 20 presents these data. It appears that both special education and bilingual education provide services to approximately one-half of students identified as LEP, handicapped.

Table 20

Educational Service Delivery for LEP Students Identified as Handicapped

Services	Mean Percentage
Special Education (only)	26.3
Bilingual Education (only)	7.6
Bilingual Individual Learning Plan (only)	16.0
Both Special Education and Bilingual Education	49.4
Regular Class (no special education or bilingual education services)	.7

Needs of Sample Districts

Two questions were asked in order to determine the perceived needs of respondents relative to their efforts to provide an appropriate educational program for students who are both limited in English proficiency and handicapped. First, respondents were requested to list the current staff development needs of instructional personnel who work with handicapped LEP students. Table 21 lists the staff development needs which were cited by a minimum of five districts; also reported are the responses of four counties to this question. These reflect a continuing interest in information about identification and assessment of LEP handicapped students and a need for instructional strategies and curriculum materials for this population. In addition, district and county respondents desired that their instructional personnel gain more knowledge about the language acquisition process, particularly the acquisition of second languages, and that staff themselves become bilingual or at least increase their ability to speak the languages of their students. Other staff development needs mentioned by fewer than five districts were: techniques for teaching English as a second language (n = 3), strategies for differentiating between language differences and learning problems (n = 3), techniques for teaching in the primary language of the student (n = 2), information on special education for bilingual educators (n = 2), strategies for increasing the involvement of parents of LEP students (n = 2), increased communication and collaboration between special and bilingual education (n = 2), understanding of the effects of socioeconomic status upon school learning (n = 2), and ways in which regular classroom instuction can be modified to meet the needs of mainstreamed LEP, handicapped students (n = 2). Instruction in the use of translators or interpreters was mentioned by two counties.

Table 21

Staff Development Needs Most Frequently Identified by Sample Districts

(Parens = county responses)

Staff Development Need	Number of Districts Reporting
Techniques for the identification and assessment of LEP handicapped students	14 (3)
Increased understanding of cultural differences and effects of culture	14 (1)
Language fluency in Spanish and other non-English languages	12 (3)
Instructional strategies for teaching LEP handicapped students	10
Curriculum materials for teaching LEP handicapped students	10
Information about language acquisition and second language acquisition	6

Second, districts were asked to describe the unique difficulties they encounter in providing appropriate special education services to LEP handicapped students. In Table 22 are presented each of the difficulties mentioned by a minimum of five districts. Responses from county offices also are included. Although 6 of the 35 districts answering this question reported that they experience no major difficulties in the provision of special education services to the LEP population, other districts and most counties specified the need for improved identification and assessment techniques, for an increased number of bilingual professionals, and for a greater number and variety of instructional materials appropriate for the LEP handicapped student. Other difficulties identified by fewer than five districts were: difficulty translating psychoeducational information into other languages (n = 4); the need for existing special educators to receive training in how to instruct LEP handicapped students (n = 4); and the need to increase communication with and involvement of parents of LEP handicapped students (n = 2). Three county offices indicated that a problem arose when the number of LEP students does not qualify for funding of a bilingual class.

Table 22

Most Frequent Difficulties Encountered by Sample Districts in the Provision of Special Education to LEP Handicapped Students

Area of Difficulty	Districts (n = 35)	Counties (n = 7)
Inadequate identification and assessment techniques	12	2
Lack of trained bilingual special educators, special education aides, and support personnel	11	5
Lack of appropriate instruction materials	6	1
No unique difficulties encountered	6	0

SUMMARY AND DISCUSSION

This descriptive study has reported on educational service delivery for handicapped LEP students in California. A total of 104 districts and nine county offices of education responded to a nine-page questionnaire. In addition to the questionnaire responses, data from existing California data banks provided descriptive information on the participating districts and counties. The sample included elementary, secondary, and unified school districts of various sizes and SES, and ethnic, and linguistic compositions. Urban, suburban, and rural educational agencies from throughout the state were represented.

Certain limitations were apparent in the study. These primarily centered around the self-report nature of the data. The fact that districts frequently reported practices that were contrary to either legal mandates, recommended practices, or both, tended to enhance the apparent credibility of their responses, however. Another major difficulty with the study was the lack of internal consistency in the data reported. As mentioned earlier, many responses had to be discarded due to the faulty arithmetic of these respondents. Further, due to the varying nature of the service delivery roles of county offices of education, coupled with the frequent failure of the respondents to provide requested information, the sample of county offices of education added little to the information base developed. Finally, the absence of a state data bank on district-level special education ethnicity made it difficult to draw implications from the findings. The informational base that did emerge, however, provides considerable insight into educational service delivery for LEP, handicapped students in California.

Proportional Representation

One of the most important findings of the study was the proportional representation of LEP students in special education. For this sample, the prevalence of handicapped students among the LEP population was not significantly different from the prevalence of handicapped students among the total population. This was true both for special education as a single entity and for all categories of special education, with the exception of severely emotionally disturbed and other health impaired, where LEP students were underrepresented. Further, the prevalence rate of LEP students within the handicapped population was proportional to their prevalence in the total student population. This was true both for LEP students as an entitity and for each of the six language groupings for which data was available. Tests of differences in variance for these comparisons were not significant.

A district-by-district comparison of the data from this study with special education ethnicity data was precluded as the state collects such data only from SELPAs, not from districts. Without data relative to the ethnic representation in special education for the sample districts, it is difficult to interpret these results. On the one hand, it could be that the proportional representation found is a function of the variable specified (language proficiency as opposed to ethnicity), suggesting that once a minority group student is identified for special consideration through bilingual education services, they are more likely to be appropriately dealt with relative to special education services. On the other hand, should ethnicity data for this sample reveal proportional special education representation, in addition to the proportional language proficiency representation reported here, it might be indicatative of improved special education identification and placement practices within California. Without such comparisons, we can only conclude that for this sample of districts, students with limited English proficiency tend to be proportionally represented in special education and to suggest that these findings may be generalizable to the entire state.

Characteristics of Districts With and Without LEP, Handicapped Enrollments

Analysis of characteristics that differentiated districts that did identify handicapped LEP students from those that did not, revealed that all districts enrolling 100 or more LEP students also identified a portion of this group as handicapped and that only districts with low LEP enrollments failed to identify any LEP students as handicapped. Further, in many cases, this latter group did not offer special education services to any students. Finally those districts identifying LEP, handicapped students were characterized by larger total student enrollments, larger LEP enrollments, larger FEP enrollments, and greater numbers of teachers and teaching staff.

Referral

Questions concerning referral, screening, and assessment of LEP students for special education revealed a variety of practices. Respondents tended to believe that the number of referrals of LEP students to special education was reflective of the numbers needing special education; this belief is congruent with the proportional special education representation reported for the sample. Special education referrals were most frequently made by the regular classroom teacher (60% of the time), with the bilingual education teacher accounting for only 17% of the referrals. While one might expect that the bilingual education teacher would be better qualified to differentiate second language acquisition problems from learning disorders and, thereby, to refer LEP students for special education screening and assessment, the ancillary role of the bilingual educator may account for the finding that a majority of referrals is made by regular class teachers. It may be that while these teachers actually initiate most referrals, the referral decision itself involves consultation with the bilingual education teacher. No data was gathered on this specific issue, however.

Screening and Assessment

Responses indicated that language considerations play an important role in the special education screening and assessment of LEP students. The most frequently mentioned assessment procedure was the oral translation of commercially available English-language tests. It is interesting to note that oral translation of written documents also was the most frequently mentioned way of explaining due process rights to parents, with over half of the districts relying on this method exclusively. Special attention to parental input was evidenced by some districts for purposes of establishing language dominance and of ascertaining functioning competence of the student at home. Emphasis on establishing language dominance was the second most frequently mentioned difference in the screening and assessment procedures employed with LEP and non-LEP students.

Another frequently mentioned difference was the use of assessment instruments commercially available in the primary language of the child. Examination of the tests listed reveals that primary language tests are most frequently used for language screening/dominance considerations and for ability testing. Fifteen separate districts did list Spanish-language achievement tests, with only two tests receiving multiple mentions: The Spanish version of the Woodcock-Johnson battery (7) and the Morena reading tests (2).

Two separate procedures mentioned by 14 districts concerned the appropriate interpretation of student assessment information. One involved the inclusion of bilingual staff (teachers, aides, psychologists, Migrant Education program personnel, and occasionally community representatives) in test administration and/or interpretation. The second involved the review and consideration of non-test information (e.g., home interviews to determine level of functioning, information on length of residence in U.S., extent and nature of past educational experiences, and so forth). Seven respondents indicated that they either utilized non-verbal tests exclusively or that they weighed them more heavily in interpreting assessment results. In response to this question, only one district specifically mentioned the use of an adaptive behavior scale (the SOMPA), although when listing commercial instruments used, twelve listed measures that include adaptive behavior components: the AAMD Adaptive Behavior Scale (two mentioned); the Adaptive Behavior Inventory (listed once); and the SOMPA (various versions listed by 11 of the respondents). The use of direct observation of child behavior and the trying out of various programming options before assessment were each listed by two respondents. No respondents specifically listed the use of greater criterion-referenced measures as a way in which special education screening and assessment procedures for LEP handicapped students differed from procedures used with English proficient students.

Overall analysis of the screening and assessment procedures listed suggests that there is little consistency across the state and that academic achievement measures are not emphasized.

Staff Development Needs

Respondents recognized a need for expanded knowledge and skills relating to assessment, although frequently these concerns focused more on the availability of bilingual assessment personnel, not on identification, selection and use of assessment instruments and procedures. Next to assessment, the most frequently cited staff development need was information on instructional strategies and curriculum for this population. Increased knowledge of language acquisition processes was also cited. Four districts indicated that they did not assess LEP students for special education. Taken in conjunction with phone conversations with representatives from some of the sample districts, this response suggests that some districts are under the mistaken impression that state regulations preclude the identification and placement of LEP students in special education. Information on state mandates and recommended program practices may be an additional staff development need.

Educational Programming

A majority of the respondents indicated that IEP forms were available in non-English languages, most typically in Spanish. Over half of these also wrote IEP goals and objectives in the non-English language of the form (again, most typically, Spanish). However, when IEP forms had been developed in other languages, it was more likely that the goals and objectvies would also be written in that language; this was true 79% of the time for other languages compared to 64% of the time for Spanish. Sample respondents indicated that IEP's usually included English language development goals, but that goals for primary language development were typically not incorporated. Similarly, only a small number of respondents indicated that self-image and cross-cultural understanding goals were included in the IEP's.

Approximately half of the LEP handicapped students were served by both special education and bilingual education. The remainder received services from bilingual education only (mean of 23.6% for bilingual education programs and BILPs combined), special education only (mean of 26.3%), or from regular education only (mean of .7%). It appears, then, that either in combination or separately, special education and bilingual education each are providing services to approximatley three-quarters of the identified LEP, handicapped population, that approximately one-half receive (or do not receive) services from both programs, and that less than one percent receive services from neither program.

Responses indicated that typically only a small portion of special education instruction is delivered in the primary language of the student. While the scarcity of bilingual special education teachers may be an influencing factor, these findings nonetheless run counter to recommendations of leading bilingual education theorists (Cummins, 1978, 1981; Krashen, 1979, 1981). These authorities maintain that continued development of the student's primary language and the provision of academic instruction in that language, in conjunction with attention to cross-cultural understanding, result in higher levels of cognitive development, better acquisitioin of English, enhanced self confidence and improved academic achievement. The implications of practices reported in this study may bear further investigation relative to their potential for adversely affecting the educational development of handicapped LEP students.

Spanish Emphasis

Throughout the study a decided Spanish emphasis was apparent. Although this was not surprising, given both national and state demographics, as well as those of the specific districts sampled, it does deserve mention. For the majority of the LEP population in California (74.8%), within the sample districts (75.9%), and for the identified LEP, handicapped population (80.38%), Spanish was the primary language. The majority of professional bilingual education staff employed by school districts appears to be concerned with the needs of Spanish speaking students. These staff are more likley to be involved in the screening and assessment of LEP students for special education, whereas for other language groups non-educator community members are more likley to be involved in the assessment, parent communication, and program planning steps. IEP forms are more likely to be available in Spanish than in other languages and it is more typical to find IEP goals and objectives written in Spanish than in other languages. Interestingly, however, when districts do identify the need, have the expertise, and/or go to the trouble to develop IEP forms in other languages, they are more likley to also write the goals and objectives in that language. Although special education programming is typically provided in English only, when another language is used, it is more likley to be Spanish. Non-English language assessment instruments appear to be most readily available in Spanish than in other languages. Although this study did not specifically address instructional materials *per se*, an earlier work (Cegelka & Pacheco, 1984) found that curricular materials developed for handicapped students are more likley to target Hispanic backgrounds than other linguistic minority backgrounds.

RECOMMENDATIONS

Based on the results of this study and the implications discussed, the investigators recommend several areas as potentially worthwhile avenues of pursuit relative to educational service delivery for handicapped, LEP students in California. These include the following:

1. Collection by the state of district-level data on the primary language backgrounds of handicapped students.
2. Collection by the state of district-level data on ethnicity of handicapped students.
3. Expanded efforts at providing (particularly to smaller, low-LEP enrollment districts) information on the relevance of both bilingual and special education mandates for the education of LEP, handicapped students.
4. Continued assistance in providing districts with information on recommended assessment procedures and instrumentation for the identification of and program planning for LEP, handicapped students.
    - 4.1. Development of recommended procedures for utilizing direct observation, parent report, and other non-testing approaches to the special education assessment of LEP students.
    - 4.2. Development of recommended procedures for using adaptive behavior and criterion-referenced approaches in the assessment and program planning phases of educational delivery.
5. Development of materials for in-service preparation of special education, bilingual education, and regular class teachers.
    - 5.1. Development of materials on cross-cultural understanding.
    - 5.2. Development of materials on primary language development.
    - 5.3. Development of materials on second language acquisition.

6. Development of appropriate curricula materials for handicapped LEP students.
    - 6.1. Development of materials that incorporate understanding of the cultural backgrounds of the students.
    - 6.2. Development of materials that reflect the primary language development needs of handicapped LEP students.
    - 6.3. Development of curricula materials that reflect the second language acquisition needs of the students.

7. Expand the number of appropriately trained personnel to work with LEP, handicapped students.
    - 7.1. Expand the number of special education teachers who are both bilingual and trained in bilingual education.
    - 7.2. Expand the number of bilingual education teachers who have some background and training in working with handicapped LEP students.
    - 7.3. Expand the number of special education teachers who, though not bilingual, have some background and training in working with handicapped students who have limited proficiency in English.
    - 7.4. Expand the number of regular class teachers who have some background and understanding of the concepts and strategies in both special education and bilingual education.

8. Identification of promising practices for the delivery of educational services to handicapped LEP students.
    - 8.1. Describe practices that appear to be promising.
    - 8.2. Systematically evaluate these practices.

To adequately address these recommendations requires the attention of both bilingual and special education personnel at all levels of professional endeavor. State and federal governments, university teacher educators and researchers, regional research center personnel, program directors of educational agencies, and classroom teachers must be involved. It will take the concerted, systematic efforts and resources of all of these agencies and individuals if truly exemplary educational programs for LEP, handicapped students are to become a reality.

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Appendix

Survey Instrument

State Survey: Delivery of
Special Education Services
to Handicapped LEP Students

Return one copy by April 1, 1983

State Survey Project
Department of Special Education
San Diego State University
San Diego, CA 92182

Name of District ______________________ County ☐☐ District ☐☐☐☐☐

PERSON(S) COMPLETING QUESTIONNAIRE: (Refer to California Public Directory for CDS code number)

Director of Special Education

______________________ Phone (   ) ______________

Director of Billingual Education

______________________ Phone (   ) ______________

Instructions

Before completing this questionnaire, please refer to cover letter for directions/explanations. If additional space is needed, please use the back of forms.

1. Indicate the total number of LEP students in special education ______________

2. Indicate ways in which special education screening procedures for LEP handicapped students differ from the procedures used with English proficient handicapped students.

____

____

____

____

____

3. For students already identified as limited English proficient, estimate the *percentage* of referrals for Special Education typically made by each of the following: (Note: The total of percentages should be 100%.)

_____ Regular classroom teacher
_____ Student's parent or relative
_____ Principal or other administrator
_____ Bilingual education teacher
_____ School counselor
_____ Other

4A. Do you feel that the number of LEP students being referred for special education is representative of the number who need special education services? (Check the appropriate response)

_____ Yes _____ No, too few students are referred _____ No, too many students are referred

Explain: ____

____

____

4B. Do you feel that there are special education students who are limited in English proficiency who have not been identified as LEP?

_____ No _____ Yes, there are a few _____ Yes, there are many

5. Special education assessment methods/procedures routinely used with LEP students include: (Check all that apply.)

_____ Tests commercially available in English only

_____ Tests commercially available in English only and translated orally by evaluator

_____ Tests available commercially in primary language of student

_____ Tests developed by SELPA/District in primary language of student

_____ Student is not assessed

_____ Other (Please specify) ______________________

____

____

6. Indicate the job title of the professional(s) who typically conduct the special education assessment of LEP students.

____

____

7. When assessing an LEP student for possible special education services, does the multidisciplinary team include *either* or *both* (a) Bilingual Education Representative or (b) other person able to communicate in the primary language of the student. (Check the best response for each language group.)

	Bilingual Education Representative					Other person able to communicate in primary language of person				
	Never	Seldom	Sometimes	Often	Always	Never	Seldom	Sometimes	Often	Always
Spanish										
Vietnamese										
Cantonese										
Korean										
Filipino/Tagalog										
Other:* ________										
Other: ________										
Other: ________										
Other: ________										

*Specify language.

8. List commercially available non-English-language assessment devices (tests, rating scales, parent interview schedules, etc.) that are routinely used in your district for special education assessment of LEP students.

____

____

____

____

9. Indicate the percentage of parents of LEP handicapped students who typically *attend* IEP meetings and indicate how this compares to the attendance of parents of English proficient students. (Check the correct response.)

Estimated Percentage of Parents of LEP Students

_____ 0-25 _____ 26-50

_____ 51-75 _____ 76-100

Comparison with Parents of English Proficient Students

_____ higher

_____ lower

_____ about the same

Comment: ______________________________________

____

____

10A. Indicate from your latest available data the *number* of LEP students served by program type and category.

	Mentally Retarded (Total)	Hard of Hearing	Deaf	Speech Impaired	Visually Handicapped	Seriously Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired	Deaf-Blind	Multi-Handicapped	Specific Learning Disabilities
Designated Instructional Services											
Resource Specialist Program											
Special Day Class and Centers											
Non-Public Schools											

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10B. For the two non-PL 94-142 categories listed below, please estimate the number of LEP students served by program type, using the latest available data. (This number will be a subdivision of the mentally retarded category in question 10A above.)

	Designated Instructional Services	Resource Specialist Program	Special Day Classes and Centers	Non-Public Schools
Educationally Retarded				
Moderately, Severely, Profoundly Mentally Retarded				

11. Estimate the percentage of LEP handicapped students served in special education programs in which a significant portion of instruction is delivered in the student's primary language by a credentialled bilingual teacher.

____ Designated Instructional Services
____ Resource Specialist Program
____ Special Day Class and Centers
____ Non-Public Schools

12. Indicate (a) what special education options are available for handicapped LEP students, and (b) which of these options are taught bilingually. (Check all that apply. Please specify "other" if used.)

a Options Available	b Bilingual Instruction Provided								
	Spanish	Vietnamese	Cantonese	Korean	Filipino/Tag	Other: ____	Other: ____	Other: ____	Other: ____
____ A special education day class									
____ A bilingual special education day class									
____ A regular class with special education resource assistance									
____ A bilingual regular class with special education resource assistance									
____ A special education special day class with a bilingual aide									
____ A special education resource specialist program with a bilingual aide									
____ Other: ____									
____ Other: ____									

13. List current staff development needs of instructional personnel who work with handicapped LEP students. (Be as specific as possible.)

____

____

____

____

____

____

14A. For each primary language indicate the number of LEP handicapped students served in each category. (Please specify "other" if used.)

	Mentally Retarded (Total)	Hard of Hearing	Deaf	Speech Impaired	Visually Handicapped	Seriously Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired	Deaf-Blind	Multi-Handicapped	Specific Learning Disabilities
Spanish											
Vietnamese											
Cantonese											
Korean											
Filipino/Tag											
Other: ________											
Other: ________											
Other: ________											
Other: ________											

14B. For the two non-PL 94-142 categories listed below, please estimate the number of LEP students whose primary language is one of the following. (This number will be a subdivision of the mentally retarded category in question 14A above.) Please specify "other" if used.

	Spanish	Vietnamese	Cantonese	Korean	Filipino/Tag	Other: ____	Other: ____	Other: ____	Other: ____
Educationally Retarded									
Moderately, Severely, Profoundly Mentally Retarded									

15. Rights and options are explained to parents who are limited English proficient in the following ways: (Check all that apply.)

______ By a translator at the IEP meeting

______ By a bilingual person who visits the home of the parents

______ By print materials written in English and translated orally

______ By print materials written in the primary language of the parents

______ By print materials written in primary language and explained by a translator

______ Other: (Specify) ____

16. Persons attending the IEP meeting for LEP handicapped students include: (Check the best response for each person listed.)

	Never	Seldom	Sometimes	Often	Always
Recommending Teacher					
Special education teacher					
Bilingual education resource teacher					
Bilingual teacher of LEP					
Translator					
Student					
At Elementary Level					
At Junior High Level					
At Senior High Level					
Psychologist					
Principal					
Director of Special Education/ Program Specialist					
Director of Bilingual Education					
Other: ________					
Other: ________					

17. For handicapped LEP students, English language development goals are incorporated into their IEPs.

Never	Seldom	Sometimes	Often	Always

18. For handicapped LEP students, primary language development goals are incorporated into their IEPs.

Never	Seldom	Sometimes	Often	Always

19. For handicapped LEP students, self-image and cross-cultural understanding goals are incorporated into their IEPs.

Never	Seldom	Sometimes	Often	Always

20. LEP students in special education programs are reevaluated:

______ more frequently than English speaking students.

______ less frequently than English speaking students.

______ about as frequently as English speaking students.

21. Assessment of English proficiency is a standard part of the reevaluation process for handicapped LEP students.

Never	Seldom	Sometimes	Often	Always

22. Indicate the languages other than English in which IEP forms are available. (Check all that apply.)

______ Spanish

______ Cantonese

______ Filipino/Tag

______ Vietnamese

______ Korean

______ Other: (Please specify) ______________

______ Other: (Please specify) ______________

______ Other: (Please specify) ______________

______ Other: (Please specify) ______________

23. Indicate the languages other than English in which the IEP itself is written. (Check all that apply.)

______ Spanish

______ Cantonese

______ Filipino/Tag

______ Vietnamese

______ Korean

______ Other: (Please specify) ______________

______ Other: (Please specify) ______________

______ Other: (Please specify) ______________

______ Other: (Please specify) ______________

24. For LEP handicapped students indicate the approximate percentage served by each of the following programs:

Percentage	Programs
______	the Special Education programs only
______	the Bilingual Education programs only
______	both Special Education and Bilingual Education programs
______	neither; they remain in regular class
______	Bilingual Individual Learning Program (BILP) in which the education treatment is largely individualized

25. Please use the space below to provide additional information on the unique difficulties you encounter in providing appropriate special education services to LEP students and any suggestions you have for alleviating these problems.

Additional Information Needed

Please include along with the completed questionnaire the following district forms:

1. District referral forms and any translations
2. All IEP and IEP-related forms and their translations
3. District developed assessment devices for Bilingual Special Education (both English language and non-English language devices)
4. District developed assessment for oral language proficiency
5. Guidelines/Descriptions for LEP Special Education programs

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2 of 3

PROMISING PRACTICES

Educational Services to Handicapped Students With Limited English Proficiency: STATE OF THE ART AND FUTURE DIRECTIONS

SDSU

Department of Special Education Technical Report

Multicultural Education Series #2

EXECUTIVE SUMMARY

EDUCATIONAL SERVICES TO HANDICAPPED, LEP STUDENTS IN CALIFORNIA: STATE OF THE ART AND FUTURE DIRECTIONS

This state-funded project had as its primary purpose the development of an information base relative to the delivery of special education services to handicapped LEP children in California. Funded by the California Department of Special Education, the project was a cooperative effort between the Department of Special Education and the Department of Multicultural Education at San Diego State University.

The purpose of this study was two-fold: (1) the development of an information base on education services to handicapped children and youth who are also limited in English proficiency; and (2) the identification of promising practices in the education of this population. A state-wide questionnaire survey and a program nomination/description procedure were used to obtain descriptive information. The eight research questions of the study were as follows:

(a) What proportion of the school-age population that is identified as limited in English proficiency (LEP) is also identified as handicapped?

(b) Is the prevalence rate for identified handicapping conditions among LEP students different from the prevalence rate for the total school population?

(c) What is the composition of the LEP, handicapped population in terms of handicapping condition and in terms of primary language?

(d) What procedures are commonly used in the screening, identification, evaluation, and reevaluation of LEP, handicapped students?

82/83

(e) What practices characterize the interaction between the school and the family of LEP, handicapped students?

(f) How are educational plans developed and Individualized Education Programs (IEPs) designed for LEP, handicapped students?

(g) What types of educational service options are available for LEP, handicapped students?

(h) What types of educational service options are available for LEP, handicapped students?

Of the 145 districts in the survey sample, 104 or 71.7%, responded to the survey study. Of the 11 county offices, 9 or 81.2%, returned the survey. Information was also gathered from existing state data banks that provide basic descriptive information on district/county size, student enrollments, and staffing patterns. Additional information came from the 20 specific program descriptions submitted through a "promising practices" nomination procedure.

One of the most important findings of the study was the proportional representation of LEP students in special education. For this sample, the prevalence of handicapped students among the LEP population was not significantly different from the prevalence of handicapped students among the total population. This was true both for special education as a single entity and for all categories of special education, with the exception of severely emotionally disturbed and other health impaired, where LEP students were somewhat underrepresented. Further, the prevalence rate of LEP students within the handicapped population was proporational to their prevalence in the total population. This was true for both LEP students as an entity and for each of the six language groupings for which data was available. Tests of difference in variance for these comparisons were not significant.

Analyses of service delivery practices suggested that many of the actual practices within the state are at variance with prevailing theory and research on education of bilingual students, including the education of handicapped bilingual students. Assessment practices across the state appear to be quite varied, with the major focus being on eligibility assessment, not academic programming assessment. Oral translation of English-language tests was the primary procedure for assessing LEP students. Only infrequently were either primary language development goals or cultural maintenance goals included on the IEPs of LEP students; further, the language of instruction in most special education classes appears to be English. Among the most frequently cited staff development needs was the need for additional bilingual staff, particularly for assessment purposes. Other frequently mentioned staff development needs include information on instructional strategies and curriculum and expanded information on language acquisition processes.

Three separate project reports were produced. These include:

1. State Survey Study
   A report of the statewide questionnaire survey study, including data analysis, information summaries, and recommendations for further efforts within California.

2. Promising Practices
   A four-part report including the specification of categories of promising practices, descriptions of promising practices within the state, an extensive annotation of literature, and a comparative summary of these components, with recommendations for improving educational services to handicapped LEP students.

3. Resource Directory.
   The names and addresses of individuals and agencies that have been identified within California as being involved in the education of handicapped, LEP students.

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PROMISING PRACTICES IN SERVING LEP, HANDICAPPED STUDENTS

Introduction

Special education services for students with limited English proficiency (LEP) have received considerable judicial, legislative, and philosophical scrutiny during the past ten to fifteen years. The focus of this attention has been primarily on issues relating to educational equity, with state and federal mandates seeking to remedy past practices that resulted in overrepresentation of minority group students in special education. For this reason, identification and placement practices have been singled out for the bulk of the attention. The professional literature has been filled with discussions of disproportional representation, due process, and non-biased assessment. Research, legislative, personnel preparation, and materials development efforts all have zeroed in on these issues, frequently to the neglect of matters relating more directly to the design and delivery of instruction. The majority of the reports in the professional literature deal either with the development of statistical data bases (frequently from estimated numbers) on minority group representation in special education or with the reporting of both data and opinion on selected assessment instrumentation and procedures. Judicial decisions and legislative mandates continue to focus on questions relating to program access and eligibility. Personnel training and development efforts also tend to stress student assessment and evaluation considerations. Impressive numbers of assessment instruments designed to measure the abilities and, less often, the achievement of linguistically and culturally diverse children are being produced. At the same time, few instructional materials and programs specifically designed to meet the educational needs of these students are available. Although the issues of curriculum and program design/delivery are beginning to be addressed at conferences and in the professional literature, these reports are infrequent and typically lack data on effectiveness.

Purpose

The purpose of this technical report is to describe educational practices that appear to be promising for handicapped LEP students. As one component of a state-funded research project "Special Education Services for LEP, Handicapped Students in California: State of the Art and Future Directions," this task was originally conceptualized as developing a model of exemplary practices for the education of LEP, handicapped students. It soon became clear, however, that the professional literature has not addressed this issue in a concerted, data-based, or systematic fashion and that field practices are widely varied. By and large, bilingual special education has been a collection of theories and practices extrapolated from either bilingual education or special education, with little evaluation of their relevance on efficacy for bilingual special education. A preliminary identification, review, and synthesis of variables that might relate to effective educational practice for LEP, handicapped students appeared to be in order.

For these reasons, the project reconceptualized the scope of this set of activities to include (1) the identification and description of attributes that appear to impact on quality program design and delivery, and (2) the gathering of descriptions of current practices in these categories. These attributes have been designated as "promising practices" and, as such, provide the basis of future investigation and specification. This paper describes the procedures used for obtaining promising practice descriptions and analyzes the nineteen (19) descriptions obtained.

Categories of Promising Practices

The primary purpose of this study was to develop a structure by which to both conceptualize and identify relevant educational practices. To accomplish this, an extensive review of the special education and bilingual education literature was conducted. Program evaluation criteria developed by various educational agencies were examined and recommendations embedded in presentations made at professional conferences were reviewed. Finally, "Items of Program Quality", developed for bilingual education programs by the California State Department of Education, were examined. Program descriptors distilled from these efforts were combined into a single listing and eventually combined into nine categories of practice: (1) Primary Language Development; (2) Second Language Acquisition; (3) Cultural

Considerations; (4) Teaching Competencies and Staff Development; (5) Administrative Interface and Collaboration; (6) Continuum of Services; (7) Nonbiased Assessment; (8) Curriculum and Instuction; and (9) Parent and Community Involvement.

Each of these categories of promising practices was further developed through the specification of specific descriptors. As these nine categories appeared to encompass most program features differentiating qualitative educational delivery practices from those less qualitative, they were the variables described in the promising practices nominations component of the study. A complete delineation of each category is presented in Appendix A.

Nominations of Promising Practices

Following the development of the categories of promising practices, the nomination/description phase of the study was undertaken. Individuals and agencies from throughout the state were asked to nominate teachers or programs that they considered to be exemplary in some aspect of educating handicapped LEP children. All districts (104) and county offices of education (9) participating in the statewide survey study were included. In addition, individuals who had attended state-sponsored bilingual assessment institutes, individuals and agencies identified through an earlier study (Cegelka & Pacheco, 1984), and individuals and programs recommended by the Project Advisory Committee were sent letters seeking nominations. In all, letters inviting nominations were sent to 308 individuals and agencies with identified interests in LEP, handicapped students.

Each letter described project activities and listed the nine categories of promising practices. Recipients were asked to nominate individuals, classes, programs or districts that they believed to have promising practices in one or more of these categories. A nominations postcard was included with each letter. Sixty-two nominations were received. Each nominee or program director (where districts or schools were nominated) was then sent a letter explaining the promising practices study, describing the promising practices categories, and providing a brief description of the nature of his/her nomination. The nominees were asked to provide a written description of what they considered to be their program's strongest features, limiting themselves to not more than two of the nine categories of promising practices.

Possibly because of the lateness of the school year (April), only 19 completed Promising Practices forms were returned. Represented were 11 unified school districts, 3 elementary school districts, 1 secondary school district, and 4 county offices of education or regional programs. These descriptions of promising practices have been edited slightly and are included in Appendix B. Seven of the program descriptions designated only one category of promising practice, eight designated two categories, three designated three categories, and one designated strength in seven of the nine categories.

The program descriptions received were analyzed in terms of the categories of promising practices described. Where respondents had checked only one or two categories as requested, these were counted as "major designations". In instances where more than two designations were made, the program descriptions were analyzed to determine which designated practices were also described in the prose portions of the responses. Where categories were both designated on the response form and described in the prose description, they also were counted as "major designations" of program practice. Categories that were checked on the response form, but were not described, were tallied as "minor program designations." Also included as minor program designations were those practices that, while not specifically designated, were imbedded in the promising practices descriptions provided by the respondents. In all, analyses of the 19 responses yielded 34 major program designations and 15 minor program designations. These responses are summarized in Table 1.

Analyses of Promising Practices

The area of promising practice most frequently identified involved the nonbiased assessment of LEP students for special education. This was a major designation for 13 districts and a minor designation for one district. Of the 19 responses received, for five it was the only program area designated. There were only two other respondents that limited their program designations to only one area: one designated "curriculum and instruction" and one designated "administrative interface and collaboration."

TABLE 1

Areas of Promising Practices

	Categories	Major Designations	Minor Designations
1.	Primary Language Development	1	-
2.	Second Language Devalopment	4	-
3.	Cultural Considerations	1	1
4.	Staffing /Staff Development	3	3
5.	Administrative Interface and Collaboratiion	4	2
6.	Continuum of Services	2	-
7.	Nonbiased Assessment	13	1
8.	Curriculum and Instruction	4	2
9.	Parent Involvement	2	6

The actual descriptions of promising assessment practices touched on a variety of variables, the most frequent being some form of bilingual involvement. No specific practice was mentioned by more than eight respondents. Those practices mentioned by at least five respondents fell into the following categories:

a. Use of bilingual professionals in assessment;

b. Use of translators;

c. Use of primary language (non-English) tests (some developed for other populations, some normed on other populations, some simply translated from English);

d. Assessment in both L1 and L2; and

e. Parent/home contact or involvement.

Diagnostic teaching in both languages to determine areas of learning deficit was mentioned by two respondents. Mentioned by only one respondent each were practices involving use of Piagetian tasks and the use of a decision-making process as the vehicle for assessment.

Most programs appeared to be geared toward Hispanic populations. Fourteen of the nominations specifically mentioned the Spanish language, the Hispanic population, or Spanish-language tests; one additional respondent described services for children of Migrant Workers, suggesting a Spanish focus for that program as well. Three respondents stated that they served various Asian language groups; one mentioned Portuguese students. Three made no reference of any kind to a specific language or ethnic group.

English was the designated language of instruction for six of the nine respondents who specifically addressed this variable. Several respondents indicated that bilingual aides were available to provide translation of key phrases and concepts. One respondent indicated that some attention was given to remediation of primary language deficits and three mentioned the existence of bilingual special education classroom teachers as a specific program strength. Two indicated that bilingual instructional assistance was provided to students through Designated Instructional Services or through a partial day Resource

Specialist program. Only one respondent specified primary language development as a program strength.

Although the number of responses analyzed was small, the picture that emerges is suggestive of both program emphases and the nature of specific practices. The analysis of a larger number of program nominations/descriptions from throughout this state, as well as other states, would provide a more comprehensive picture. It is interesting to note that the picture emerging from the promising practices descriptions is consistent with that derived from the state status study also conducted as a part of this state research project. For the 104 school districts and nine county offices of education in California responding to that questionnaire, the area of assessment also was the overriding concern, most frequently designated as both a problem area and a program delivery need. The actual assessment practices were widely varied, with little consistency apparent across the state. For example, of the 100 assessment instruments listed by the various districts, only nine were listed by 10 or more districts, with no single instrument being listed by more than 17 districts. These nine instruments fell into two categories: (1) standardized ability measures (usually performance type as opposed to verbal) and (2) language dominance measures. The most frequently mentioned assessment procedure was the oral translation of commercially-available English-language tests, a procedure generally viewed as one of the least desirable adaptations of the assessment process. Establishing language dominance was the second most frequently mentioned difference in the screening and assessment procedure employed with LEP and non-LEP students.

Only a small portion of the survey respondents indicated that special education instruction was delivered in a language other than English, although some bilingual aide assistance was available in some districts. While the scarcity of bilingual special education teachers is probably an influencing factor, there appeared to be little concern that the absence of primary language instruction in special education might be a program weakness. Where survey respondents indicated the need for additional bilingual personnel, they typically specified a need for bilingual assessment personnel, not bilingual instructional personnel. For the survey respondents, as in the promising practices program descriptions, the primary bilingual emphasis was Spanish. Where either personnel or services were provided in a language other than English, that language was most likely to be Spanish.

Not unexpectedly, most districts indicated that they did not include primary language development goals in the IEPs of handicapped LEP children, although almost all included English language develoment goals. About a third of the districts indicated that they included cultural maintenance goals in the IEPs. A failure to conceptualize unique programmatic goals or procedures for LEP handicapped students was also apparent in the promising practices descriptions. In both studies, some form of bilingual aide assistance for LEP students in special education and English-as-a-second language emerged as the typical program adaptations.

While respondents indicated that LEP parents attended IEP meetings about as regularly as non-LEP parents, it appeared that the focus of attention on parent participation was limited to two areas: (1) obtaining information on the student's functioning levels in the home environment; and (2) explaining due process rights and special education placement procedures in the primary language of the parent. In neither study did evidence emerge of widespread efforts to encourage meaningful participation of LEP parents in program planning.

Summary

In summary, the results of both studies suggest that additional attention must be given to the qualitative aspects of special education service delivery for LEP, handicapped students in California. Practices that were reported in both the state status survey and the promising practices study were inconsistent across districts and, frequently at odds with prevailing research and theory in bilingual education as well as bilingual special education.

Despite the professional preoccupation with assessment issues over the past ten-plus years, there continues to be a need for attention to assessment practices with this population. At the same time, attention must also be focused on the actual educational placement and programming aspects of service delivery. Where possible, classroom programs for LEP, handicapped students should be built on those approaches that have been validated in bilingual special education settings. Where that is not possible due to the absence of a data base, then the classroom instructional programs should incorporate those practices validated in either bilingual education or special education separately, with a major focus on expanding the data base for bilingual special education approaches. Without such attention to establishing and utilizing validated practices to meet the unique needs of this group, it is unlikely that truly appropriate educational services can be provided.

REFERENCE

Cegelka, P.T., & Pacheco, R. (1984). _Special education curriculum materials for Mexican-American and Asian American handicapped students:_ Final Report. San Diego, CA: San Diego State University.

Appendix A

Categories of Promising Practices

CATEGORIES OF PROMISING PRACTICES

PROMISING PRACTICE 1. PRIMARY LANGUAGE DEVELOPMENT

a. A continuum of skills for primary oral language and literacy development is specified.

b. Instruction to promote both oral language and literacy development is offered on a regular basis in the primary language.

c. Non-academic as well as academic school activities are conducted in L1 periodically.

d. Teaching staff are knowledgeable about major methodologies for primary language literacy instruction.

e. A variety of reading materials appropriate to age, grade, and skill levels of student are available in the primary language of the student.

PROMISING PRACTICE 2: SECOND LANGUAGE ACQUISITION

a. Teaching staff are knowledgeable about the distinction between second language learning and second language acquisition.

b. Students are provided adequate exposure to comprehensible second-language input under optimal conditions.

c. Instruction is provided on a regular and systematic basis for English language acquisition.

d. Teaching staff distinguish between communicative competence and academic learning competence in second language.

PROMISING PRACTICE 3: CULTURAL RELEVANCY

a. Information on primary cultures is integrated throughout the curriculum, not treated as a separate lesson on culture.

b. Cultural relevancy is evidenced in both primary and secondary language, in reading and in content area instruction.

c. Teachers are familiar with sociocultural attributes such as communication, cognition and learning styles of handicapped LEP students.

d. Educational staff can identify culturally appropriate adaptive behavior.

e. Teachers understand the influence of sociocultural variables on learning and achievement of handicapped LEP students.

f. Teachers are able to use these culturally influenced variables to enhance learning of handicapped LEP students.

PROMISING PRACTICE 4: ADMINISTRATIVE INTERFACE/STRUCTURE

a. Administrative structure ensures open lines of communication between bilingual education and special education programs.

b. Bilingual and special education program directors and teachers meet together on a regular basis to plan programs and develop curriculum.

c. Referral and identification procedures are articulated between the two programs.

d. Inservice training and staff development combines teachers and aides from the two programs.

e. Site visits to other programs are facilitated for staff by district administration.

f. Community advisory councils from the two programs are articulated.

PROMISING PRACTICE 5: STAFFING AND STAFF DEVELOPMENT

a. Staff members are proficient in the primary language(s) of the students.

b. Staff are fully certificated in appropriate areas and trained in both bilingual education and special education.

c. Staff development efforts are based on the assessed needs of the staff.

d. Bilingual teachers are provided special education training and special education teachers are provided training in educational implications of linguistic and cultural diversity.

e. Bilingual and special education staff are jointly trained in curriculum approaches, assessment procedures, IEP development, and appropriate strategies for working with parents.

PROMISING PRACTICE 6: CONTINUUM OF SERVICES

a. District has appropriate distribution of bilingual, bilingual special education, and special education programs.

b. Special education options for LEP students are offered through comprehensive, district-wide programs that span K-12.

c. Bilingual education options for LEP students are offered through comprehensive, district-wide programs that span K-12.

d. All appropriate combinations of services (self-contained, resource room, pull out, etc.) are available for all students.

e. There is an articulated plan for individual student movement through the continuum of services.

PROMISING PRACTICE 7: NONBIASED ASSESSMENT

a. Assessment materials and procedures are non-discriminatory.

b. Assessment team includes personnel who are appropriately trained to administer and to interpret the results of a variety of assessment instruments.

c. Whenever possible, assessors are bilingual and bicultural; when not, the next most appropriate assessment procedures are utilized.

d. The multidisciplinary team includes representation from the student's family, bilingual education, special education, the bilingual/bicultural assessment team, and the administrative staff; where appropriate, the team includes the student and a community representative.

e. The multidisciplinary team is structured to provide optimal input from all constituents.

f. Assessment measures are appropriately adapted to LEP population.

g. No single assessment procedure or instrument is used as the only criterion for determining placement.

h. Based on assessment data, a profile is developed on each student.

i. Results are communicated to parents in a comprehensible manner, with parental perspectives and input sought.

PROMISING PRACTICE 8: CURRICULUM AND INSTRUCTION

a. Appropriate primary language development and English language development goals are incorporated into IEPs; IEP goals and bilingual individual learning plan goals (where appropriate) are integrated.

b. Native cultural maintenance goals are incorporated into IEPs as appropriate.

c. Appropriate academic assessment instruments and procedures are available for purposes of program planning and evaluation.

d. Students are provided appropriate first and second language instruction based on assessment information.

e. Teachers accept regional and nonstandard varieties of L1.

f. Teachers use a consistent language of instruction.

g. Instructional strategies are appropriate to both the abilities and cultural backgrounds of the students.

h. Instruction is managed through the use of nonbiased curricular materials.

i. Programs provide for dissemination of materials designed for instruction of special education/LEP students.

j. Evaluation measures are established and in place to monitor program quality.

k. Optimal amounts of academic learning time are provided.

PROMISING PRACTICE 9: PARENT AND COMMUNITY INVOLVEMENT

a. A bilingual special education program orientation document, written in both English and other primary languages, is disseminated to the school community.

b. School staff are knowledgeable about the cultural influences that may affect parent interactions with the school.

c. Parents are notified in their primary language of due process rights to participate actively in IEP meetings.

d. An interpreter or other person fluent in the language of the parent is available for both home visits and school-based meetings.

e. IEP forms are available in the primary language of parent and, as necessary, the IEP itself is developed in that language.

f. Outreach mechanisms encourage parent/school contact.

g. The school promotes home activites conducted in the primary language that are designed to promote school achievement.

h. The school schedules parental contacts at times that are convenient to the parent.

i. Parent education programs deal with topics of referral, assessment, placement and programming of handicapped LEP students.

Appendix B

Descriptions of Promising Practies

PROMISING PRACTICES
DESCRIPTION FORM

District Cajon Valley Union School District

Contact Person Anne Gupta

Address 139 Roanoke Road - Phone 588-3020

El Cajon, CA

Area(s) Specified Administrative interface/structure

In an attempt to improve services to limited English Proficient Students in Special Education, the Cajon Valley Union School District has assigned a part-time resource specialist to:

1) Serve as a liaison between the ESOL and Special Education Programs;
2) Maintain a roster of all LEP/SE students, including services being provided;
3) Review all student referrals;
4) Coordinate Child Study Teams at school sites to include ESOL Program Coordinator and Resource Specialist for LEP/SE;
5) Monitor student Identification/Assessment Procedures and Instructional Planning for LEP Students;
6) Consult with classroom teachers, resource specialists, speech and language specialists and ESOL instructional aides working with LEP/SE students; and,
7) Coordinate resource and instructional materials

PROMISING PRACTICES
DESCRIPTION FORM

District Diagnostic School for Neurologically Handicapped Children

Contact Person Dorothy Wippern and Pamela Vives

Address 1818 W. Ashlan Phone 209-222-6573
Fresno, CA 93705

Area(s) Specified Nonbiased assessment/bilingual assessment

The Diagnostic School provides assessment services for students, ages 3 to 21 referred by school districts for transdisciplinary diagnosis of multifaceted learning problems. After a child is assessed, a continuation of services is offered to district personnel to provide ongoing support for further diagnosis or remediation in the district classroom. Workshops in many areas, including diagnosis, behavioral interventions, second language development, and the language base of learning problems are provided for district personnel.

An additional feature of the diagnostic process addresses the limited English proficient student (LEP). Within this geographical area, the primary minority group speaks Spanish; therefore, much of the testing is performed in Spanish. The Diagnostic School has several members certified in Spanish proficiency through the State of California, who are qualified to assess the limited English proficient students.

The staff is familiar with and experienced in the administration and interpretation of a variety of nonbiased assessment measurements which assess the students' potential in the cognitive, language, and academic areas. Both normed tests in the students' native language, and developmental scales, which are nonbiased for any linguistic or cultural minority, are incorporated into the test battery.

Qualified team members analyze the students' native language and English proficiency for developmental levels, interference from one language to another, as well as the quality, use and foundation for academic performance. This information is integrated and specific individualized teaching strategies are derived and presented to the student's district teacher.

PROMISING PRACTICES
DESCRIPTION FORM

District El Centro School District

Contact Person Elinor Tenney

Address 1256 Broadway, P.O. Box 647 Phone 619-352-5712
El Centro, CA 93343

Area(s) Specified Cultural considerations/consonance-dissonance/Nonbiased assessment/bilingual assessment

The majority of the students who live in Imperial Valley along the Mexican border retain their language and their culture. To serve these children this assessment program is based on the philosophy: ...children can not be separated from their cultural background or language, and a honest psychologist assessing limited and non-English speaking children must be committed to extensivve preparation in Spanish and in the Mexican culture.

Studying in local Spanish courses was not enough. When the State Department funded the BABEL (Bay Area Bilingual Education League) Spanish language acquision and assessment program in 1980, the concept developed. Psycho-education evaluation now includes: (1)psychological influence from the various cultures within Mexico or the border Mexicans. (2) knowledge of border language expressions, patterns and "Spanlish". (3) the affect of environmental factors such as economic status and parental educational backgrounds and attitudes. (4) skillful use of all the appropriate psychological, developmental, perceptual and language proficiency assessment tools for Mexican-Americans.

Further study in Guadalajara and Cuernavaca in 1981 and 1982 followed. In the Mexicali Workshop for Assessment Personnel in 1983, key psychologists and special educators from the major cities in Baja California shared their Piagetian theories, tests and methods. The Mexican WISC-R training was included. Even though California experts helped guide and research the WISC-R in Mexico, recent government controls had made it difficult to obtain. Discretion and adaptation are needed with the border bilingual influences.

Results of all these efforts on the program mean: Our Hispanics have fairly accurate and appropriate assessment. The schools set up conferences for the psychologist to converse with the parents. Some field workers are contacted in their homes, when work hours prohibit school visits. Translators are trained in case the psychologist can't interview the parents.

All assessment tools have been translated accurately, weighing appropriate items. Spanish forms are very commonly used and IEP (Individual Education Plan) team meetings are conducted in Spanish. Through experience, personnel have become sophisticated in counseling and guiding non-English speaking parents to understand their rights and the process of Special Education.

PROMISING PRACTICES
DESCRIPTION FORM

District Fremont Union High School District

Contact Person Sharon Holmes

Address 589 W. Fremont Ave. Phone 408-735-6060
Sunnyvale, CA 94087

Area(s) Specified Administrative interface/structure/Curriculum and instruction

A pilot program was established in the district to provide services for the Limited English Speaking student with learning handicaps. Included in this population were students with very limited English skills who were exhibiting extreme difficulty with instructional content in ESL classes, and those students who had gained some proficiency in oral language skills but had limited reading and writing skills. The district elected to provide for a special program separate from the regular special education classes, in order to adequately address not only the problems associated with learning disabilities, but also the problems associated with communication in the English language. The rationale for a separate classroom was the amount of attention given to language learning of the limited English speaking student would not be adequate in the regular special education classroom. The program was available to students one to two periods a day under the auspices of the Resource Specialist Program. The language used for instruction was English, with the services of bilingual aides only to aid in translation when needed. The student-instructor/aide ratio was three to one. The students were grouped into class sections according to levels of ability in order to facilitate intensive instruction in specific skill areas. Six countries and nine languages and dialects were represented. The program incorporated the instructional design of the componants of a special education program to a program for the LES/LH student, and provides for a curriculum content sensitive to the learning styles, life styles, and educational systems of the students native countries.

A handbook for the implemetation of a secondary school program for the limited English speaking student with learning handicaps has been developed. The program, so far, has been highly usccessful and will be continued for the ensuing year.

PROMISING PRACTICES

DESCRIPTION FORM

District Livingston Union Elementary

Contact Person Paula Tucker

Address 714 Prusso Street

Livingston, CA 95334

Phone 209-394-7953

Area(s) Specified Nonbiased assessment/bilingual assessment

The purpose of this program is to provide cost-effective nonbiased assessment which considers the process of second language acquisition to LEP children. Our approach was developed by considering current research and recommendations for non-biased assessment along with the research of Krashen, Asher, Terrell and Cummins on second language acquisition.

Our approach is primarily a decision-making process which has been developed into a "flow chart". It is based on the concept of "least intervention". Information regarding the child's educational and family history is gathered and then used, along with the current research on second language acquisition, to guide the assessors toward the most complete evaluation possible. This involves using already-existing information, plus direct assessment of the child in both languages (where appropriate) by at least three evaluators in less than three hours. Factors considered are all those currently recommended, including: 1) Assessment of appropriateness of current and past instruction; 2) Educational history; 3) Evaluation of psychosocial factors; 4) Health history; 5) Evaluation of sociocultural factors; 6) Evaluation of primary and English language development; 7) Evaluation of intelligence in primary language, and 8) Evaluation of achievement in appropriate language.

Assessment of this type is appropriate both for newly-arrived children and for those who have been in school. This model is available in both chart and workshop form. Data has also been gathered comparing performances on the WISC-RM (normed in Mexico City) to the Leiter and the WISC-R.

PROMISING PRACTICES
DESCRIPTION FORM

District Los Angeles Unified School District
East Educational Service Center - Region G

Contact Person Hilda Carder, Ph.D.

Address 1555 Norfolk Street - Room 30 Phone 213-625-6171
Los Angeles, Ca 90033

Area(s) Specified Nonbiased assessment/bilingual assessment

Because of the density of our Hispanic population, it is very difficult to provide quality assessment to limited English students with the number of bilingual psychologists on our staff. We have devised a system of inservice development and bilingual psychological consultation. A general on-going inservice program is provided for all of our psychologists concerning all aspects of bilingual/nonbiased assessment. This includes aspects such as data gathering; local school screening; language screening; appropriate and/or alternative assessment in cognitive development; learning proficiency; social-cultural observations; and adaptive behavior skills.

The regular psychologist will work with a student until the cognitive and language areas need to be assessed. At that point, a bilingual psychologist consultant (one of several assigned to our Central office) will assist with the evaluation. The regular psychologist works along with the consultant observing and learning. We encourage our monolingual psychologists to attend district and state second language acquisition programs. We try to continue to inservice our monolingual psychologists by upgrading their skills. We continue to field test new instruments and techniques in bilingual assessment.

We have devised a comprehensive assessment system which consits of supplementary and/or alternative assessment techniques, bilingual measures; use of translators and use of auxiliary personnel such as bilingual coordinators; ESL teachers, etc. The plan has worked well for our Region and we believe it has encouraged quality assessment for our students.

PROMISING PRACTICES
DESCRIPTION FORM

District Migrant Child Education - Region II

Contact Person Jorge Gaj

Address 510 College St.
Woodland, CA 95695

Phone 916-666-1977

Area(s) Specified Staffing, staff development/Nonbiased assessment/bilingual assessment

Migrant Child Education - Region II's Psychological Services provides direct and contractual psycho-educational services to handicapped children who are limited English proficient. Other tasks include parent inservices, consultation to county and district staff, and participation in staff development.

One of the contractual psycho-educational services is to provide assistance to school districts in the individual assessment of students. Such assessment includes assessment materials and procedures which are not racially, culturally, or sexually discriminatory. All assessments for limited English Speaking pupils are administered in the pupil's primary language or other mode of communicaton, and are conducted by appropriately licensed or credentialed persons who are competent in both oral and written skills of the pupil's primary language and have knowledge and understanding of the individual's cultural and historical heritage.

Other services include consultations with school administrators, teachers, school psychologists and appropriate specialists including migrant resource specialists and agencies regarding migrant student psychological evaluations and classroom implementation of proposed corrective measures.

Working with migrant parents is an important component of Psychological Services. Responsibilities include confering with migrant parents (both within the school setting and in the home) regarding migrant children with learning and behavioral difficulties, providing consultation time to the Parent Advisory Committee, and establishing parent groups.

PROMISING PRACTICES
DESCRIPTION FORM

District Morgan Hill Unified School District

Contact Person Henriette Langdon, Ed.D., C.C.C.

Address P.O. Box 927 Phone 408-779-5291

Morgan Hill, CA 95037

Area(s) Specified Nonbiases assessment/bilingual assessment

Students whose primary language is Spanish who are suspected of having a learning/language difficulty are referred by the child study team, parent, or teacher working with that student for a screening or complete language assessment. The student is given a battery of tests which includes assessment of comprehension and expression of language utilizing commercially available materials and a language sample by the bilingual speech/language specialist. When applicable, the student is also assessed by the speech/language specialist and resource specialist or psychologist in English. A report is written by the bilingual speech and language specialist comparing the student's performance in each language. It also includes information provided by the parent regarding the child's health, development and his perception of the child's language and performance at home. At the IEP meeting all information is translated for the parent. An intervention program which may or may not include bilingual instruction (depending on the student's needs) is devised.

PROMISING PRACTICES
DESCRIPTION FORM

District Oakland Unified

Contact Person Jennifer Chop

Address 1025 Second Avenue, P.16 Phone 213-836-8222
Oakland, CA 94606

Area(s) Specified Second language development/Nonbiases assessment/bilingual assessment

In providing service for LEP children at Lincoln school, emphasis has been on nonbiases/bilingual assessment as well as second language development (English). The ultimate goal in providing service in educating LEP handicapped children is helping them become functional persons in the U.S. English, therefore, it is emphasized (though, not exclusively) because 1) we lack bilingual/bicultural qualified personnel to serve the LEP handicapped children and 2) the majority of the LEP children's education will be in the U.S.

The population at Lincoln school is 43% LEP Asian children (Vietnamese, Cantonese, Korean, Mandrian, Japanese, and Cambodian). LEP children are referred for special education when they stand out among their peers. The majority of these children ahve shared the same experiences (e.g., no previous schooling in their country, about people, similar living conditions, etc.) Therefore, when a teacher refers a LEP child because the child does not fit the teacher's norms based on extensive experience with LEP children, their referral is considered ligitimate, the child's difficulty is not due to English acquisition or cultural dissonance. A non-biased/bilingual approach is therefore essential in identifying handicapped LEP children.

A LEP child is assessed in both the native language (an interpreter might be necessary) and English (with appropriate ommissions and modification of culturally biased items, e.g. pictures of football, bonnets etc.) to find out what language skills have been acquired for functioning in school. Assessment in both languages allows the assor to know whether the difficulties might be due to vocabulary (or lack of), cognitive function, language processing (comprehension, memory, syntax etc.). Diagnostic teaching occurs in the native language for concepts or structures that appear lacking in the native language. Information thus aquired allows the assor to know whether the child can easily learn as well as which teaching or theraputic method(s) work best. Remediation is done primarily in English.

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PROMISING PRACTICES DESCRIPTION FORM

District Oakland Unified School District

Contact Person Jaye Hays and Lois Segal-Wheaton

Address 1025 Second Avenue, Portable 16 Phone 415-836-8528

Oakland, CA 94606

Area(s) Specified Curriculum and instruction with all other areas related.

Lazear School has a strong bilingual/special education program because the site principal and resource specialist have made this a top priority. The staff is involved in a child study team which meets to discuss students with educational and emotional problems. All of the IEP process paper work has been translated into Spanish. Meetings are held with parents, psychologist, nurse, speech therapist and regular classroom teacher in Spanish. Assessment is conducted in Spanish and English. We are in the process of searching for appropriate Spanish language assessment material.

The instructional program is English based; however, there is a lot of conversation, explanation, and cultural enrichment which is Spanish language based.

Two additional components have enhanced the program. One is a mainstreamed/integrated program about disabilities—visual, hearing, physical and mental retardation. This has been conducted in English and Spanish. Students have had a chance to learn simple sign language, use braile writers, wheelchairs, walkers and crutches. The accessibility of classroom, bathrooms and drinking fountains has been investigated by students.

Also a volunteer outdoor education program has been going on for the past two years (including summer vacation) where learning disabled and regular education students have been taken one day and overnight nature study/recreational trips. These are also conducted in Spanish and Egnlish, with special consideration for the needs of the learning disabled students. These trips use public transportation so that low income families in the community can; 1) attend these trips and 2) make use of the East Bay Parks facilities on their own. In this way we have involved parents and the community. Issues of disability awareness that have been raised on these trips include, 1) How could a person in a wheelchair work in the garden of the farm we are visiting? and 2) Could we take this person hiking and camping with us?.

An educational program inside and outside the classroom with a lot of hands-on experiences, sensitivity to people who are different, and awareness of different learning styles and languages have made this a successful program. A beautiful example of this was one day when a blind woman was listening to the interpreter for a deaf man. The deaf man was showing the blind woman how to sign, moving her hands. The instructional assistant for the second grade class participating in the program was translating into Spanish and a learning disabled fourth grader was explaining how it felt to be brain damaged.

PROMISING PRACTICES
DESCRIPTION FORM

District Parlier Unified School District

Contact Person Tempa Riley

Address 900 Newmark Avenue Phone 646-2731
Parlier, CA 93648

Area(s) Specified Second language development/Staffing, staff development/ Parent and community involvement

The strength of the program in Parlier to deliver educational services to handicapped children who are limited English proficient lies in its staff of trained dedicated educators. The psychologist provides and exhibits leadership in the area of pupil personnel and special education. She assists school staff to understand children's behavior and the unique needs and unique strengths. Time is spent in encouraging all to seek the very best in young people and to maintain a positive approach to all students. The resource specialists, special day class teachers, speech therapists, and nurses are team members who work together with the psychologist and school administrators and regular classroom teachers to carry out an individual educational program that will assist the student to develop to potential. Doing the best one can is not good enough if the job of educating students is not accomplished. The team must go in the right direction, doing the right thing, using the appropriate materials, and making the right contacts, and generating interest in learning. Parents are a vital part of the educational process. They expect the school to assume leadership, to advise, and to carry out and educational program that is excellent. The team does not feel intimidated nor does it attempt to set the children apart, rather it accepts that the children in special education, in most cases, are considered to be regular students receiving all services they are entitled to. Then, over and above that, if they are learning handicapped they are entitled to receive services of a highly trained professional to remediate/ameliorate the learning handicap or to learn to by-pass the learning disability. Children who are learning handicapped who are limited English proficient are encouraged to learn and use English. Parents are given the option of bi-lingual education, but with the learning handicapped child the staff encourages the use of English as much as possible, especially those students who have an auditory deficit. The worth of the individual student is emphasized. Hopefully, parents and students receive this message and work with the staff to bring out the very best and to develop to full ability. The psychologist who directs the special education and the other team members have spent many years in the district. The director has been in the Parlier Unified School District for eighteen years and knows the families, which adds to the confidence the community has in the program.

PROMISING PRACTICES
DESCRIPTION FORM

District Riverside Unified School District

Contact Person Dr. Helen Jepson

Address 3380 14th Street Phone 714-788-7142

Riverside, CA 92501

Area(s) Specified Staffing, staff development/Continuum of services

Riverside Unified School District's Special Education Department has developed an ongoing program of staff development in the area of delivery of educational services to children who are limited English proficient (LEP). The staff development program began with a task force established to examine the needs of the district and to develop plans for inservice to all the schools within the district.

Operating under a PL 94-142 Mini Grant, the district contracted with three outside consultants to assist in providing support to the task force in designing and presenting a district-wide inservice and information handbook to Riverside staff members. Follow-up staff development and training sessions are taking place on a regular basis.

Staffing changes include reallocation of staff time of a school psychologist and two language speech and hearing specialists to provide assessment services to LEP students. In addition, one language speech and hearing specialists has been reassigned two days per week to provide designated instructional services in both language and academics for special education students whose primary language is Spanish. Specific areas of responsibility include:

A. Provide specific remedial instruction in the primary language (approximately 30 minutes/twice a week) to special education students.

B. Prepare remedial materials in the primary language.

C. Consult with both special and regular teacher in planning language remediation within the total education program.

D. Coordinate and monitor the work of bilingual volunteers or tutors along with classroom teacher.

E. Attend IEPT meetings as necessary.

F. Diagnostic assessment and monitoring of pupil progress.

G. Inservice regular and special education staff in screening and remedial techniques and procedures.

H. Establish and maintain working relationships with bilingual teachers and aides.

PROMISING PRACTICES
DESCRIPTION FORM

District San Bernardino County Schools Office

Contact Person Dolores Lenz

Address 201 North E Street
San Bernardino, CA 92415

Phone 383-2179

Area(s) Specified Nonbiases assessment/bilingual assessment

The San Bernardino County Schools Office provides the services of a Hispanic psychologist totally fluent in Spanish and English to perform the psychological testing necessary before placement of Limited English Proficient students in special classes. Non-biased assessment is the goal. This is done on a minimal cost basis for big districts and at a no cost to direct service districts.

Follow-up with parents in the placement process is part of the service. This allows for total interaction, parental understanding, and parental approval before placement is done.

PROMISING PRACTICES
DESCRIPTION FORM

District San Diego Unified School District

Contact Person Daga Carritte

Address 4100 Normal Street - 3116 Phone 272-9023

San Diego, CA

Area(s) Specified Second language development/Nonbiased assessment/ bilingual assessment

The San Diego Unified School District's Severe Disorders of Language (SDL) program provides intensive services in English to students who have been determined to have normal intelligence with a significant delay in oral language abilities. In order to qualify for the SDL program, LEP students must demonstrate a significant delay in their primary language. A servere disorder in English is also evidenced.

Assessment of primary language skills is conducted by a certificated speech pathologist. Assessment includes interviews with parents, school staff and other appropriate persons as well as formal testing. When appropriately-normed tests are available, as in the case of some tests in Spanish, these are administered. Otherwise, direct testing is conducted through a structured interview format where universal aspects of language are observed and tested. Frequently the evaluating speech pathologist is not bilingual. In this instance, tests are administered by a trained interpreter under the supervision of the certificated speech pathologist.

Once a student has been assessed and is found to meet the criteria for an SDL special day class, an appropriate placement is made. All instruction is in English. Often there is assistance from a bilingual aide. Frequent contact is made with parents and regular IEP meetings are held annually with an interpreter. Success is very high in the program after one year. Pre and post standardized testing in English in receptive and expressive language and academics have shown marked improvement. Research which indicates that remediation in one language facilitates improvement in the other language, is reinforced in this program. Parents are reporting their children are demonstrating better articulation and more and better language in their primary language.

PROMISING PRACTICES
DESCRIPTION FORM

District San Joaquin County Schools, Special Education Local Plan Area

Contact Person Rebecca R. Sapien

Address 6701 South Jack Tone Rd.
Stockton, CA 95205

Phone 209-466-5471

Area(s) Specified Primary language development/Curriculum and instruction

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Type of Class: Communicatively Handicapped/Bilingual - Holt School

Educational needs addressed:

This class is designed to meet the needs of communicatively handicapped second-language learners who are Spanish-dominant. The primary focus of the class is to provide a developmentally sound second-language acquisition program which will ensure a successful transition to a regular communicatively handicapped class.

The mission and goals of the class are as follows:

1. Equal educational opportunity shall be provided to communicatively handicapped individuals who are Spanish-dominant, second-language learners (primary level emphasis).
2. Special education with bilingual instruction shall be provided to any student within the San Joaquin County Consortium who has that need.
3. Students with bilingual education needs who are enrolled in a San Joaquin County Special Education Program will be provided with intensive instruction, designed to build skills necessary for successful transition to home district based programs (primary level).

Current age level of children: 6 - 12 years old

Types of materials used:

Curriculum selection is based on the degree to which the materials address: 1) the special communication needs of the students and, 2) the transitional focus of the class. Curriculum materials selected for the class will enhance the practice of state-of-the-art teaching strategies in primary and secondary language development and English language development materials which are designed to meet specific Individualized Education Program objectives.

Pre-Readiness Level - Bilingual Early Childhood Program is being utilized to enhance development of primary language skills in Spanish and acquisition of English as a second language.

Reading - Open Court Bilingual Foundation Program is being used. This program is amulti-sensory Spanish and English first-year language arts and reading program.

Language Arts - There is a language arts program for the native Spanish language speaker.

English-as-a-Second-Language - Quick Start to English is the adopted curriculum.

Mathematics - The Silver-Burdett Mathematics Program is being used. It uses cartoons and graphics to introduce new concepts. This enables the communicatively handicapped learner to acquire those concepts without the use of verbose instructions. Reciprocal programs in Spanish and English are used.

How these materials differ from regular classroom:

All curriculum programs used include bilingual flexibility. The Open Court Spanish Language Program provides a transition from Spanish to learning to read in English. The Silver-Burdett Mathematics Program is a strong language development program presented in both Spanish and English.

Types of teaching methods observed:

Classroom teaching methods have been adapted to meet the specific instructional needs of the communicatively handicapped/bilingual student. The class uses the alternate-day approach to bilingual instruction. Every other day all classroom activities except academic instruction are carried out in either Spanish or English.

How these differ from regular classroom:

The class utilizes a bilingual language mode for one-to-one correspondence and for small group instruction in all academic areas. English-as-a-second-language is an integral part of the curriculum. Articulation therapy is offered in the dominant language. Bilingual/bicultural activities are presented to develop self-concept and enhance cultural pride.

Classroom Teacher: Charlon Lewis
Teacher Aide: Glenda Esquival

Program Specialist: Rebecca R. Sapien
Director, Special Education Programs: Jacki Cottingim

Location: Holt Union Elementary School District
Holt Union Elementary School
1545 South Holt Road, Stockton 95206 - Telephone: 463-2590

PROMISING PRACTICES
DESCRIPTION FORM

District San Jose Unified School District

Contact Person Barbara Ellingson

Address 1605 Park Avenue
San Jose, CA 95126-2196

Phone 408-998-6196

Area(s) Specified Administrative interface/structure/Continuum of services/ Nonbiased assessment/bilingual assessment

We at San Jose Unified School District are very proud of our Special Education program for Limited English Proficient students (SPEDLEP).

We are fortunate to have a coordinator for the program whose responsibility it is to perform many functions. Aside from supervising and resourcing the teachers, I place a high priority on articulating Special Education and the district's Bilingual Education program. This involves membership in district Bilingual Education committees and welcoming Bilingual Education representation on SPEDLEP committees. We hold monthly SPEDLEP Support Committee meetings. Membership is open to all who are interested in Special Education and Bilingual Education. We have all benefited from this opportunity to share information and to explore ideas.

Another advantage of having a person to coordinate the program is seen in my availability to share the details of SPEDLEP and consult with others interested in the administrative aspects of such a program. It is a very positive display of district support to see an administrative-level employee in an advocate position for special needs students who are limited English-proficient.

Our continuum of services presently encompasses preschool through 8th grade. It covers the spectrum of the Resource Specialist Program and Special Day Class. We have four Special Day Classes and three Resource Specialist Programs at six school sites. We intend to add a bilingual speech pathologist for school year 1983-84. The languages of instruction presently are English and Spanish. In addition, Portuquese, Chinese and Vietnamese language services are offered to a more limited degree. We are fortunate to have school personnel, resource specialists, and psychologists who are able to assess in English, Spanish and Portuguese.

PROMISING PRACTICES
DESCRIPTION FORM

District San Ysidro School District

Contact Person Sandra Pineda

Address 4350 Otay Mesa Road Phone 619-428-4476
San Ysidro, CA 92073

Area(s) Specified Nonbiased assessment/bilingual assessment/Curriculum and instruction/Parent and community involvement

San Ysidro School District is the southernmost California city, bordering on the U.S./Mexico International border. Approximately 80% of the parents in San Ysidro were born in Mexico. Often medical services and other related activities involve the other side of the border.

The San Ysidro School district serves a 96% minority group community which is Spanish speaking. Students entering the San Ysidro schools, separated from their families for the first time, are also faced with the additional trauma of adapting to a new culture and learning a new language. This has resulted in an intensification of the problem well above the national survey which indicates about 30% of all American children experience moderate to severe school adjustment problems.

A significant finding of the district's longitudinal study (nine years) shows a very high rate of family mobility. The district loses approximately 20% of its population during the first year of enrollment, approximately 60% after three years, and approximately 70% by the end of seven years.

San Diego County unemployment statistics reveal that San Ysidro has almost twice the county average of unemployed community members.

Due to the district's composition, San Ysidro has focused on the special considerations of the LEP student with exceptional needs. In San Ysidro each school has a process for taking referrals when students are experiencing school problems. This process is conducted through the Guidance Committee which has been in operation for over five years. This committee is responsible for all referrals, comprehensive assessment planning and assessment with the ability to use a vast bilingual resource to foster assessment without bias.

The Guidance Committee of the San Ysidro School District has been committed to identifying both emotional and academic problems in the younger child in their recognition that remediation is much more effective before each year's problems continue to build on the past. Since each committee is an integral part of their school, the Guidance Committee is able to provide services for all students, as well as curriculum follow-up support to mainstreaming teachers.

The majority of the staff at each Guidance committee are fully bilingual, allowing the IEP team meeting to be totally conducted in Spanish if the parent is unable to speak English. there are many more exemplary practices in San Ysidro, but the Guidance Committee function and parent participation at team meetings are the most notable.

PROMISING PRACTICES
DESCRIPTION FORM

District Tulare City School District

Contact Person Joan Wooters

Address 909 E. Cedar, Suite B
Tulare, CA 93274

Phone 209-688-2892

Area(s) Specified Second language development/Curriculum and instruction

Oral Language Development is the basic structure enabling children to learn to listen, to speak, to read and to write. language acquisition is developmental and is necessary for all children. The Tulare Follow Through Oral Language Development component is systematic and scheduled teaching of English using clearly defined techniques and strategies.

Language development is an integral part of cognitive development. Cognitive development and language development are interdependent and mutually supportive; each requires the other to integrate the stimuli of the five senses. Children need language to gain and to verbalize their understandings.

Children who enter school with a complex language structure based on rich experiences have "readiness" for learning. Children require "readiness" for learning if they enter school with a less adequate experimential background that was not accompanied by appropriate language models.

GOALS The goals of the Tulare Follow Through Oral Language Development Component are:

- To provide the child with the opportunity to acquire Standard English*, defined as the Language which the child will encounter in school through listening, speaking, reading and writing activities.
- To enable the child to verbalize concepts.
- To enable the child to communicate with adults and peers.
- To provide opportunities for the child to enhance his self-concept because of increased competency in the use of standard English.
- To provide the teacher with the techniques and strategies to teach oral language and to apply these teaching techniques to other areas of the curriculum.

To accomplish the primary goal of developing the child's oral language competency, specific oral language techniques and oral language management strategies are employed by the teacher.

* "Standard English - the English that with respect to spelling, grammar, pronunciation and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated and that is widely recognized as acceptable wherever English is spoken and understood -"
Webster's New Collegiate Dictionary, 1977 ed.

PROMISING PRACTICES
DESCRIPTION FORM

District Ventura Unified School District

Contact Person Noel Lacayo

Address 120 E. Santa Clara St.
Ventura, CA 93001

Phone 805-648-5391

Area(s) Specified Administrative interface/structure/Nonbiased assessment/bilingual assessment

The departments of Special Education/Speech therapy/Migrant Education and Bilingual Education are interfaced. Whenever a child is referred because of educational matters and that child is Bilingual, the referred immediately goes to the Bilingual Specialist. If that person sees any problem, then the psychologist and speech therapist are brought into the case. We have a Bilingual person (Spanish) in each department. This cuts down on referrals that are made merely because of a Spanish surname. If the child is referred a second year in a row, then the psychologist is brought in directly to deal with the child and becomes the case manager at that time. This makes sure that no one slips through and will not receive the help that they need.

The question of tests are always an issue. We have had our staff go through extensive summer inservices given by the State Department of Education. We try and use the latest available measures. I sat in on the original committee which formed the guidelines for the State Department in this area. Once testing is accomplished, we meet with the School Appraisal Team to determine the least restrictive environment possible.

3 of 3

RESOURCE DIRECTORY

Educational Services to Handicapped Students With Limited English Proficiency: STATE OF THE ART AND FUTURE DIRECTIONS

SDSU

Department of Special Education Technical Report

Multicultural Education Series #3

EXECUTIVE SUMMARY

EDUCATIONAL SERVICES TO HANDICAPPED, LEP STUDENTS IN CALIFORNIA: STATE OF THE ART AND FUTURE DIRECTIONS

This state-funded project had as its primary purpose the development of an information base relative to the delivery of special education services to handicapped LEP children in California. Funded by the California Department of Special Education, the project was a cooperative effort between the Department of Special Education and the Department of Multicultural Education at San Diego State University.

The purpose of this study was two-fold: (1) the development of an information base on education services to handicapped children and youth who are also limited in English proficiency; and (2) the identification of promising practices in the education of this population. A state-wide questionnaire survey and a program nomination/description procedure were used to obtain descriptive information. The eight research questions of the study were as follows:

(a) What proportion of the school-age population that is identified as limited in English proficiency (LEP) is also identified as handicapped?

(b) Is the prevalence rate for identified handicapping conditions among LEP students different from the prevalence rate for the total school population?

(c) What is the composition of the LEP, handicapped population in terms of handicapping condition and in terms of primary language?

(d) What procedures are commonly used in the screening, identification, evaluation, and reevaluation of LEP, handicapped students?

(e) What practices characterize the interaction between the school and the family of LEP, handicapped students?

(f) How are educational plans developed and Individualized Education Programs (IEPs) designed for LEP, handicapped students?

(g) What types of educational service options are available for LEP, handicapped students?

(h) What types of educational service options are available for LEP, handicapped students?

Of the 145 districts in the survey sample, 104 or 71.7%, responded to the survey study. Of the 11 county offices, 9 or 81.2%, returned the survey. Information was also gathered from existing state data banks that provide basic descriptive information on district/county size, student enrollments, and staffing patterns. Additional information came from the 20 specific program descriptions submitted through a "promising practices" nomination procedure.

One of the most important findings of the study was the proportional representation of LEP students in special education. For this sample, the prevalence of handicapped students among the LEP population was not significantly different from the prevalence of handicapped students among the total population. This was true both for special education as a single entity and for all categories of special education, with the exception of severely emotionally disturbed and other health impaired, where LEP students were somewhat underrepresented. Further, the prevalence rate of LEP students within the handicapped population was proporational to their prevalence in the total population. This was true for both LEP students as an entity and for each of the six language groupings for which data was available. Tests of difference in variance for these comparisons were not significant.

Analyses of service delivery practices suggested that many of the actual practices within the state are at variance with prevailing theory and research on education of bilingual students, including the education of handicapped bilingual students. Assessment practices across the state appear to be quite varied, with the major focus being on eligibility assessment, not academic programming assessment. Oral translation of English-language tests was the primary procedure for assessing LEP students. Only infrequently were either primary language development goals or cultural maintenance goals included on the IEPs of LEP students; further, the language of instruction in most special education classes appears to be English. Among the most frequently cited staff development needs was the need for additional bilingual staff, particularly for assessment purposes. Other frequently mentioned staff development needs include information on instructional strategies and curriculum and expanded information on language acquisition processes.

Three separate project reports were produced. These include:

1. State Survey Study
   A report of the statewide questionnaire survey study, including data analysis, information summaries, and recommendations for further efforts within California.
2. Promising Practices
   A four-part report including the specification of categories of promising practices, descriptions of promising practices within the state, an extensive annotation of literature, and a comparative summary of these components, with recommendations for improving educational services to handicapped LEP students.
3. Resource Directory.
   The names and addresses of individuals and agencies that have been identified within California as being involved in the education of handicapped, LEP students.

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EXPLANATION

This directory is separated into three distinct sections. The first list is composed of school districts which were involved in a San Diego State University study, funded by the California State Office of Special Education, that investigated promising practices in bilingual special education programs throughout the state. The list also indicates whether the school districts had low, medium, high and extremely high enrollment of Limited English Proficient (LEP) students as follows:

SYMBOL	LEP STUDENT ENROLLMENT
No Asterick	0- 99
*	100-199
**	200-899
***	1000 +

The second section of the directory is composed of California school districts participating in a second survey of what materials and curriculum had been developed for LEP Hispanic and Asian American students. This list is separted into Northern California and Southern California.

The third section lists California institutions involved in bilingual special education research and/or curriculum.

SCHOOL DISTRICTS IDENTIFIED IN STUDY

ABC Unified School District ***
Eugene Tucker, Superintendent
16700 Norwalk Boulevard
Cerritos, CA 90701

Alvina Elementary
Guy Wilson, Principal
295 West Saginaw Avenue
Caruthers, CA 93609

Antelope Elementary
Jack Marshall, Superintendent
Rt. 1, Box 893
Red Bluff, CA 96080

Antioch Unified School District *
Gerald Panburn, Superintendent
510 G Street
Antioch, CA 94509

Armona Union Elementary
James Parker, Superintendent
P. O. Box 368
Armona, CA 93202

Auburn Union Elementary
Mike McLaughlin, Superintendent
1225 Lincoln Way
Room 3
Auburn, CA 95603

Bayshore Elementary *
Guido E. Colla, Superintendent
1 Martin Street
Daly City, CA 94014

Benica Unified School District
Jon Slezak, Superintendent
P. O. Box 786
Benicia, CA 94510

Berryessa Union Elementary **
Sidney Reid, Superintendent
1376 Piedmont Road
San Jose, CA 95132

Biggs Unified School District
James Watkins, Superintendent
First and B Streets
P. O. Box 397
Biggs, CA 95917

Bonsall Union Elementary *
Norman Sullivan, Superintendent
P. O. Box 3
Bonsall, CA 92003

Brown Elementary
Virginia Sohakoff, Superintendent
1248 Pacific Avenue
Rio Oso, CA 95674

Buena Vista Elementary
Ronald Levine, Superintendent
21660 Road 60
Tulare, CA 93274

Burlingame Elementary *
James Black, Superintendent
2303 Trousdale Drive
Burlingame, CA 94010

Cabrillo Unified School District **
Michael Adams, Superintendent
498 Kelly Avenue
Half Moon Bay, CA 94019

Calixico Unified School District ***
R. F. Valdez, Superintendent
704 Heber Avenue
P. O. Box 792
Calexico, CA 92231

Camino Union Elementary
David Bratt, Superintendent
P. O. Box 481
Camino, CA 95709

Carmel Unified School District
William Rand, Superintendent
P. O. Box 222700
Carmel. CA 93922

Caruthers Union High School
Donald W. Zimkowski, Superintendent
P. O. Box 545
Caruthers, CA 93609

Castro Valley Unified School District
3300 Norbridge Avenue
P. O. Box 2146
Castro Valley, CA 94546

Centinela Valley Union **
Robert Ferrera, Superintendent
12227 South Hawthorne Way
Hawthorne, CA 90250

Central Union Elementary
James Focht, Superintendent
15783 18th Avenue
Lemoore, CA 93245

Ceres Unified School District *
M. Robert Adkinson, Superintendent
P. O. Box 307
Ceres, CA 95307

Charter Oak Unified School District
Robert Everhart, Superintendent
20240 Cienega Avenue
P. O. Box 9
Covina, CA 91723

Chico Unified School District *
Robert Jeffries, Superintendent
1163 East 7th Street
Chico, CA 95926

Chualar Union Elementary **
Phil Crawford, Superintendent
P. O. Box 188
Chualar, CA 93925

Chula Vista City Elementary
Leonard Servetter, Superintendent
P. O. Box 907
Chula Vista, CA 92012

Clay Joint Elementary
Gary Johnson, Principal
12449 South Smith Avenue
Kingsburg, CA 93631

Coachella Valley Unified School District ***
Bobby Duke, Superintendent
P. O. Box 847
Thermal, CA 92274

College Elementary
Don McMahon, Superintendent
3325 Pine Street
Santa Ynez, CA 93460

Corona Norco Unified School District **
Augustine Ramirez, Superintendent
300 Buena Vista Avenue
Corona, CA 91720

Cupertino Union Elementary **
W. Robert Pedrick, Superintendent
10301 Vista Drive
Cupertino, CA 95014

Cutler Orosi Joint Unified School District **
Jack Mann, Superintendent
41855 Road 128
Orosi, CA 93647

Cypress Elementary *
William Calton, Superintendent
9470 Moody Street
Cypress, CA 90630

Delhi Elementary *
Ray Simpson, Superintendent
P. O. Box 338
Delhi, CA 95315

Dixon Unified School District **
J. Gerry Laird, Superintendent
305 North Almond Street
Dixon, CA 95620

Downey Unified School District **
Manuel Gallegos, Superintendent
P. O. Box 75
Downey, CA 90241

Exeter Union Elementary
William Streshly, Superintendent
233 East Maple Street
Exeter, CA 93221

Fairfax Elementary
Carolyn Horan, Superintendent
101 Glen Drive
Fairfax, CA 94930

Fowler Unified School District *
O. John Taylor, Superintendent
658 East Adams Avenue
Fowler, CA 93625

Franklin McKinley Elementary ***
Ralph McKay, Superintendent
2072 Lucretia Avenue
San Jose, CA 95122

Garden Grove Unified School District ***
Ed Dundon, Superintendent
10331 Stanford Avenue
Garden Grove, CA 92640

Guadalupe Union Elementary **
Alejandro Ochoa, Superintendent
P. O. Box 788
Guadalupe, CA 93434

Gerber Union Elementary
Frank Dicello, Superintendent
Rt. 1, Box 68
Gerber, CA 96035

Gonzales Union High School *
Randall Olson, Superintendent
P. O. Box 939
Gonzales, CA 93926

Hamilton Union High School
Tom Bushey, Superintendent
P. O. Box 488
Hamilton City, CA 95951

Hanford Elementary *
Arthur Mayer, Superintendent
P. O. Box G-1067
Hanford, CA 93232

Hanford Joint Union High School **
Stratton Tarvin, Superintendent
120 East Grangeville Boulevard
Hanford, CA 93230

Harmony Union Elementary
Shirley Jones, Superintendent
P. O. Box 279
Occidental, CA 95465

Heber Elementary **
J. Gilberto Ruiz, Superintendent
704 Heber Avenue
Calexico, CA 92231

Hickman Elementary
George C. Fattal, Superintendent
P. O. Box 37
Hickman, CA 95323

Hollister Elementary **
Richard Connell, Superintendent
P. O. Box 1067
Hollister, CA 95023

Howell Mountain Elementary
Larry Clifford, Principal
525 White Cottage Road
Angwin, CA 94508

Hueneme Elementary **
Charles Slaughter, Superintendent
354 North 3rd Street
Port Hueneme, CA 93041

Hughson Union Elementary
Grant Jacobs, Superintendent
P. O. Box 188
Hughson, CA 95326

Jackson Unified School District
Francis Vaira, Superintendent
222 Church Street
Jackson, CA 95642

Kings Canyon Joint Unified School District**
Roger Freet, Superintendent
P. O. Box 552
Reedley, CA 93654

Lammersville Elementary
Kenneth Olds, Superintendent
16555 West Von Sosten Road
Tracy, CA 95376

Las Lomitas Elementary
Richard Jensen, Superintendent
1011 Altshul Avenue
Menlo Park, CA 94025

Lassen Union High School *
Dushan Angius, Superintendent
1324 Cornell Street
Susanville, CA 96130

Lennox Elementary ***
Kenneth Moffett, Superintendent
10319 South Firmona Avenue
Inglewood, CA 90304

Liberty Elementary
Patsy Barnes, Superintendent
170 Liberty Road
Petaluma, CA 94952

Liberty Union High School *
Ronald Stewart, Superintendent
850 Second Street
Brentwood, CA 94513

Lindsay Unified School District **
Don Schroeder, Superintendent
519 East Honolulu
Lindsay, CA 93247

Livingston Union Elementary **
Harold Thompson, Superintendent
922 B Street
Livingston, CA 95334

Livermore Valley Joint Union *
Leo Croce, Superintendent
685 Las Positas Boulevard
Livermore, CA 94550

Lodi Unified School District ***
Ellerth Larson, Superintendent
815 West Lockeford Street
Lodi, CA 95240

Long Beach Unified School District ***
Francis Laufenberg, Superintendent
701 Locus Avenue
Long Beach, CA 90813

Los Angeles Unified School District ***
William Johnston, Superintendent
P. O. Box 3307, Terminal Annex
Los Angeles, CA 90051

Loomis Union Elementary
Byron Cook, Superintendent
P. O. Box 104
Loomis, CA 95650

Manton Joint Union Elementary
Betty Heitman, Business Manager
P. O. Box 2
Manton, CA 96059

Maple Elementary
Gordon Walter, Superintendent
29161 Fresno Avenue
Shafter, CA 93263

Marcum Illinois Union Elementary
Richard Empey, Superintendent
P. O. Box 116
East Nicolaus, CA 95622

McCabe Union Elementary
Lee Johnson, Superintendent
701 West McCabe Road
El Centro, CA 92243

McFarland Unified School District **
Michell Bilbert, Superintendent
460 Kern Avenue
P. O. Box 397
McFarland, CA 93250

McKinley Roosevelt Union
George Reams, Superintendent
4444 West McKinley Avenue
Fresno, CA 93711

Merced City Elementary **
Robert Kirkpatrick, Superintendent
444 West 23rd Street
Merced, CA 95340

Millbrae Elementary *
Edward Muehlhausen, Superintendent
825 Murchison Drive
Millbrae, CA 94030

Modoc Joint Unified School District
906 West Fourth Street
Alturas, CA 96101

Monson Sultana Joint Union
D. L. Atkinson, Superintendent
P. O. Box 25
Sultana, CA

Monterey Peninsula Unified School District ***
James Harrison, Superintendent
P. O. Box 1031
Monterey, CA 93940

Montgomery Elementary
Kenneth Lytle, Superintendent
P. O. Box 286
Cazadero, CA 95421

Newman Crows Landing Unified School District
Robert Fisher, Superintendent
890 "O" Street
Newman, CA 95360

Oak Grove Union Elementary
Frank Raney, Superintendent
8760 Bower Street
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